

DIGEST OF THE KINGDOM OF

the netherlands

v. 4.

EDUCATION, ARTS AND SCIENCES

6.4

Digest of the Kingdom of the Netherlands

**DISTRIBUTED BY MIDWESTERN DIVISION
NETHERLANDS INFORMATION SERVICE
(A GOVERNMENT AGENCY OF THE NETHERLANDS)
MIDWEST DIVISION
NETHERLANDS MUSEUM
HOLLAND, MICHIGAN 49423**

EDUCATION, ARTS AND SCIENCES

Contents

Freedom of education	5
Primary education	7
<i>Ordinary primary education - Complementary primary education - Advanced primary education - Teachers' training colleges - Special primary education.</i>	
Infant education	14
<i>Legal regulations - Plan of play and work - The foundation of new infant schools - Appointment and dismissal of teachers - Private infant schools - Parents' committees - Teachers - Supervision of infant education.</i>	
Preparatory university and secondary education	18
<i>Gymnasium - H.B.S. - Lyceum - Commercial day school - Secondary school for girls.</i>	
Technical and vocational education	25
<i>Elementary technical schools - Secondary technical schools - Technical colleges - Vocational schools for girls - Agricultural and horticultural education.</i>	
Educational institutes for young people over compulsory school age . .	31
University education	35
<i>Academic Statute - Academic studies for foreigners.</i>	
Youth work	47
<i>Camps and hostels for social youth care.</i>	
Adult education	50
Leisure-time activities	52
<i>Outdoor recreation.</i>	
Radio and television	54
<i>Programme breakdown - University of the Air - Broadcasts for Schools - World Broadcasting Service - Television.</i>	
Daily papers	60
<i>The reader - The newspaper industry - Structure - The supply of news - Legal status - History.</i>	

The arts

Introduction - Artistic education of the younger generation - Care of historic buildings - Museums and Archives.

Libraries in the Netherlands

Organizations - Scientific libraries - Special libraries - Seminary and monastery libraries - Public libraries - Training of staff - Subsidizing - Music libraries - Libraries for the blind.

Films and cinemas

Cartoons and puppet films - Newsreels - Feature films - Dutch cinemas.

Sport

Private initiative - Government support - Medical examinations - Miscellaneous.

General bibliography

Statistics in brief

Freedom of education

Introduction

The two principal characteristics of education in the Netherlands are that education may be freely given, except for supervision by the authorities, and that it is financed by public bodies, viz. by the central authorities and the municipalities.

As a result of this freedom of education, schools can be divided into two groups. The schools which are founded and maintained by the authorities — the State or the municipalities — form the group of public education (public schools). The second group is what is known as private education. These are the schools which are not founded and maintained by the authorities. There are a number of trends in private education. There are numerous schools which provide education on a Catholic or Protestant basis and the private non-denominational schools whose founders were not inspired by any particular religious convictions. The considerable proportions assumed by private education are not solely a result of the provision that education may be freely given. Another decisive factor is that private education — buildings, educational equipment and teachers — is almost entirely financed from public funds. As a result private education can keep pace with public education.

The task of the public school is a double one. Firstly, it offers an opportunity of tuition independent of the religious views held by the parents of the pupils. Secondly, it is intended for pupils of whom there are not a sufficient number to qualify for a private school. The result of this is that the public schools are non-sectarian, though non-compulsory religious instruction can be given at all public schools. The Constitution lays down that adequate public education must be given by the authorities in every municipality. Since the community incurs considerable expenditure for private education, the Constitution states that the educational standards to be set such schools partly or wholly financed by the Exchequer shall be regulated by law, with due observance of the freedom of religion as far as the private schools are concerned.

For general primary education these standards must, according to the Constitution, be so regulated that they adequately guarantee the soundness of private education financed in its entirety by the Exchequer and of public education. In so doing the choice of educational equipment and the appointment of teachers should be respected.

Private general primary education which satisfies the requirements made by law is financed from public funds in accordance with the same criterion as public education. As regards private general secondary education and preparatory university education, the Constitution lays down that grants shall be made

from the Exchequer. In practice almost all the costs are met from Exchequer grants. The branches of private education not considered by the Constitution, such as university and technical education, are subsidized to a very considerable extent (technical education, too, to the extent of almost 100%).

The rule that the giving of education must be free covers not only the types of schools but also the teaching methods. The result is that new methods are widely applied, such as those of Dr Maria Montessori and the Dalton method. The 'renovation' of education, as the application of new methods is called, takes place at both public and private schools.

It will be obvious that the Netherlands does not have a central government body which lays down curricula. There is, however, the *Educational Council*, whose members, who are recognized experts in the field of education, are appointed by the Queen. They are independent of the Minister of Education, Arts and Sciences. An official of the Ministry cannot therefore be appointed to the Council, nor can an inspector of education. The task of the Educational Council, which consist of four sections, viz. for infant and primary education, for preparatory university and secondary education, for technical education and for university education, is to give advice, whether solicited by the Minister or not, on problems of a general nature concerning education, e.g. on curricula, education bills, reorganization plans, etc.

Another body is the *State Inspectorate* for education, headed by the Inspector-General of Education. The State Inspectorate is responsible for inspecting infant education, primary education, preparatory university and secondary education, the training of teachers and technical education.

The State Inspectors supervise public and subsidized private education, each in his territory and in the type of schools forming his work. They ensure that education laws are complied with.

Research work in the pedagogic field is done by the pedagogic centres, in many instances in collaboration with scientific pedagogic institutes. These are bodies emanating from the associations of primary and secondary teachers, sometimes in combination with unions of school governors or of municipal bodies.

There are four national pedagogic centres, viz. a Catholic, a Protestant and two non-denominational centres (one for secondary education and one for other kinds of education). There are also a number of municipal pedagogic centres in larger cities such as The Hague and Amsterdam.

The work of the four national centres, between which there is excellent cooperation, is subsidized by the central authorities to an ever-increasing extent.

A primary school at Emmen (province of Drenthe)



Primary education

The Primary Education Act of 1920 regulates public and private ordinary, complementary and advanced primary education. This Act placed public and private primary education on exactly the same financial footing. State supervision of primary education is exercised by three Chief Inspectors, assisted by a number of inspectors who work on a regional basis.

Ordinary primary education

Public primary education is organized by the municipalities, private primary education by associations or institutions. The public primary schools are administered by the municipalities. The municipal council appoints the teachers in consultation with the State Inspector for Primary Education in the area

concerned. However, the agreement of the above official is required for the appointment of the headmaster of the school. The curriculum of the public primary school is drawn up by the College of Burgomaster and Aldermen in agreement with the State Inspector for Primary Education in the inspectorate of which the municipality forms part. It indicates the scope of the education and the allotment of the subjects to the classes. At the same time it gives the number of hours to be devoted to each subject per class. On the basis of the standards laid down by the State regarding the number of pupils, the State reimburses to the municipalities the salaries of those teachers whose numbers are required by law at each school. In certain cases the State gives permission for the appointment of what are known as supernumerary teachers; these are teachers to which the school, having regard to the number of pupils, has no legal right. In such cases the State also repays the salaries of these teachers. The municipality itself bears the costs of founding a school building and the material operating costs entailed.

As soon as the number of pupils amounts to 31, a school for ordinary primary education must have not only a head but also a teacher; for every 45 pupils above the 31 one more teacher is required. The average number of pupils per class is about 35.

As mentioned above, the Primary Education Act put private and public primary education on the same footing from a financial point of view. Of course, a number of conditions must be fulfilled in this respect. In towns of more than 100,000 inhabitants, the minimum number of pupils required before a private school can be set up is 125, and in smaller places 50. In special cases a smaller number of pupils will suffice. The association wishing to found the school and wanting to qualify for financial equalization has to deposit a sum of 15% of the probable costs of construction of the school in the municipal treasury. If there proves to be a need for the school, this sum is repaid after 20 years.

The private schools also have a curriculum. If it is the opinion of the State Inspector for Primary Education in the area concerned that this curriculum does not satisfy the requirements of adequate and regularly progressing education, the Educational Council (see above) gives its opinion on the curriculum, at the request of the State Inspector. On penalty of loss of the grant the school governors have to abide by the decision of the Educational Council. Subjects connected with the religious affiliation of the school concerned can be added to the curriculum. The teachers must possess the same qualifications as the teachers at public schools, and they must satisfy the same moral standards. The salaries are the same, to prevent competition.

The costs of running a private school are borne by the State and the municipality. The State pays the salaries, the municipality the costs of the school building and the material operating costs. Per pupil the municipality must spend the same amount as on public primary education per pupil. In special cases — at the discretion of the Minister of Education — a higher sum may be fixed.

Some years ago fees for public and private education during the compulsory school age were finally abolished. The compulsory school age covers eight years in the Netherlands, from seven to fifteen. It relates chiefly to ordinary primary education, of which the schools cover six school-years.

The subjects taught are: reading, writing, arithmetic, Dutch language, Dutch history, geography, nature study, singing, drawing, physical training and needlework for girls. Many schools also teach handicrafts, whilst in the higher classes French and/or English is taught during or outside normal school hours.

Complementary primary education

About 15 years ago a new type of school was created for children who, after leaving the primary school, do not go on to a school for more advanced education or to a technical school: the school for complementary primary education. The school is a two-year one. Particular attention is paid to social subjects and to manual subjects. For girls needlework and domestic science play a major part.

The development of this type of school is still in its initial stages. As a rule the pupils who are still of school-going age and who have passed through the six forms of the primary school stay at the latter school for one or two more years in the seventh or eighth form, unless they go on to another school for more advanced education, which is the case with about 75% of the pupils.

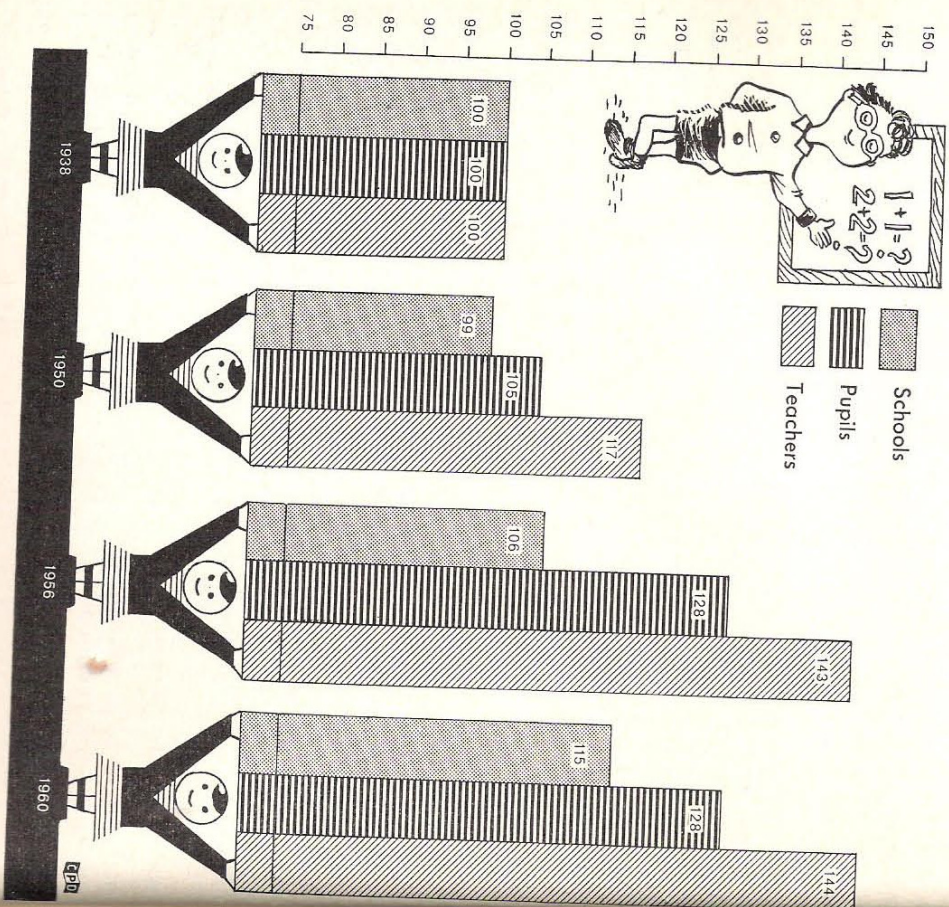
Advanced primary education

Although regulated by the Primary Education Act, advanced primary education is closer to secondary than to primary education. In the case of these schools, too, private and public education is on the same financial footing. Apart from the subjects of ordinary primary education, most schools of this type have courses in French, English and German, mathematics and commercial practice. The pupils can choose, according to their bent, between courses centering around the more exact sciences and around languages. As a rule this type of school is a four-year one, but three-year ones also occur. It has very greatly developed in the course of the years. Its leaving certificate opens the way to further education (e.g. teachers' training colleges, technical colleges) and is also very much in demand in the outside world.

Teachers' training colleges

In 1952 a new Act concerning the training of teachers for primary education came into force. The training is divided into three phases. The first phase lasts two years and is intended for those who have attended a school for advanced primary education. This first phase gives a general education in the following

**Increase in the number of schools,
pupils and teaching staff
in ordinary and complementary
primary education (basis 1938 = 100)**



subjects: Dutch language and literature, history, geography, physics and chemistry, biology, mathematics, French, German and English, music, drawing, handicrafts and physical training and, for girls, needlework. The pupils who pass this phase are considered to have had the same general education as the pupils of secondary schools. The training proper as a teacher lasts three years, two of these being devoted to the second phase and one to the third phase. Pupils who have had a secondary education are admitted straight away to the second phase, which consists of pedagogy and related subjects, Dutch language and literature, social and cultural life in the Netherlands, and teaching methods in general and for a large number of subjects. The third phase gives more advanced courses in Dutch language and literature and in the social and cultural life of the Netherlands. The pupils are also expected to make a special study of the teaching methods of at least three subjects.

As more than 80% of the prospective teachers come from the schools for advanced primary education, it can be said that as a rule the period of training is five years. Partly because of the fact that in the first years after the war a large number of children were born, there is now a very great demand for teachers. Consequently it has been laid down that the first and second phases will suffice for the awarding of a teacher's certificate. However, such teachers can only teach at schools for ordinary primary education and their salaries are lower than those of teachers who are fully qualified. To meet the demand for teachers the authorities have on several occasions instituted separate courses for older persons who are interested in that function. Financial facilities have also been granted, such as a subsistence allowance.

Special primary education

Special primary education is intended for pupils who are not physically or mentally suitable or able to attend a school for ordinary primary education. It also covers the education of children whose parents do not have a fixed abode (children living on barges or in caravans).

On 1 January, 1950, a regulation came into effect placing public and private education in this field on the same financial footing. At the same time a greater variety of types of school was included under the heading of special primary education.

Although there is no legal regulation obliging parents to choose this form of education for their children, the number of schools and pupils is increasing very strongly. In 1958 the net public expenditure on this form of education amounted to about 60.5 million guilders.

Ordinary and complementary primary education, January 1961

	Schools	Pupils	Teachers
Public	2539	391,093	12,039
Private:			
Protestant	2304	391,964	11,716
Catholic	3045	651,399	18,697
Other private	151	26,363	939
Total	8039	1,460,819	43,391

Complementary primary education (numbers included in table above)¹⁾

	Pupils	Teachers
Public	11,256	411
Private:		
Protestant	8,054	312
Catholic	25,495	1,022
Other private	311	13
Total	45,116	1,758
of which the following are female	27,319	978

Advanced primary education, January 1961

	Schools	Pupils	Teachers
Public	326	86,307	2,966
Private:			
Protestant	375	81,267	2,820
Catholic	444	92,253	3,305
Other private	37	5,102	201
Total	1182	264,929	6,326

¹⁾ This teaching is given at 339 independent schools for complementary primary education and at 146 schools for ordinary primary education plus complementary primary education.

THE UNIVERSITY
OF TEXAS
Special primary education, January 1961

Schools for	Schools	Pupils/m	Pupils/t	Total Teachers
Mentally deficient children	323	23,475	15,401	38,876
Deaf and dumb children	11	769	647	1,416
Children with defective hearing	16	962	650	1,612
Blind and poor-sighted children	9	421	302	723
Children with physical defects	15	612	441	1,053
Children suffering from TB	18	479	403	882
Sickly children	18	1,117	570	1,687
Epileptic children	2	245	77	322
Children who cannot be educated normally	25	1,252	282	1,534
Delinquent and deprived children under governmental or special control	18	1,331	454	1,785
Children in pedagogical institutes	3	254	58	312
Children with other difficulties	50	3,570	789	4,359
Barge children	26	—	—	—
Children of itinerants in caravans with temporary domicile	24	—	—	—
Total	558	34,487	20,074	54,561
				3,873

Teachers' training colleges, 1960/1961

	Schools	Pupils
Public	24	6,182
Private:		
Protestant	26	6,977
Catholic	41	9,315
Other private	2	339
Total	93	22,813

During 1958 the net public expenditure on education at teachers' training colleges was more than 31 million guilders.

Infant education

Legal regulations

Parents are free to choose whether or not to send their child to an infant school. The age of admission is put at four years; the age at which the child must leave the school is seven. If the child is not then suitable for general primary education he can attend the infant school until he is eight on a medical certificate. School fees are charged for infant education. Those whose income is below a certain minimum are exempt from payment.

Plan of play and work

Tuition at an infant school is given in accordance with a plan of play and work which comprises the following subjects: games and physical exercises; work with educational material; modelling; drawing; music; telling stories; learning children's rhymes. Other work can be added to the above, subject to the approval of the State Inspector for Infant Education. Tuition is given for at least 880 hours a year, but not more than 26 hours a week and 5 hours a day.

The foundation of new infant schools

A municipal council may on its own initiative, or at the request of the parents, guardians or foster-parents of a certain number of children, set up a public infant school. The number of children should be 90, 60 or 30, if the municipality has 100,000 or more inhabitants, between 50,000 and 100,000 or less than 50,000 respectively. These children should live within a radius of three kilometres from the place where the school must be founded. In special cases the Crown can set the number of children at a lower figure, but in any case not less than 20.

Appointment and dismissal of teachers

The head teachers of the public infant schools are appointed and dismissed by the College of Burgomaster and Aldermen, in consultation with the State Inspectors. The head teacher is assisted by a teacher once the number of children exceeds 41. For every 40 further children another teacher is allowed.

Private infant schools

The private schools are organized correspondingly. The municipal council collaborates by giving financial aid for the construction of a school or by making an

existing building available. The council is obliged to cooperate if the conditions laid down by law have been complied with. Two of these conditions are that the school must be attended by a certain number of children and that the school governors must pay into the municipal treasury the sum of 20% of the costs of founding the school as a guarantee. This guarantee is repaid after 20 years, if the school has proved to be needed. With regard to the requisite number of children, the same rules apply as those for the public schools. The teachers are appointed and dismissed by the school governors.

All the costs entailed by the foundation and administration of infant schools are for the account of the authorities. Payment is made by the municipalities, to whom the money is restituted by the State. The salaries of the teachers at the public and private schools are fixed by the State. It is not permitted to pay higher or lower salaries than those fixed. The municipalities receive a fixed amount from the State for the construction, fitting-out, renting, extension and structural alteration of the schools and the school furnishings. Every year the Minister of Education fixes an amount for the costs of maintaining, lighting, heating and cleaning the school buildings. Per child another sum is laid down by the Minister for educational equipment and school requirements. If the school is in special circumstances, the Minister may increase the last two amounts.

The municipalities are free to spend more on infant education. There are fixed rules for the building and fitting-out of the schools.

Parents' committees

In public infant schools, and the same applies to public primary schools, contact with the parents is of course not as close as in the private schools. For this reason a parents' committee is attached to every public school; this committee has the right to approach the College of Burgomaster and Aldermen and the municipal council with regard to the interests of the school. In municipalities with more than one parents' committee the municipal council may institute a parents' council.

Teachers

Before she can be appointed, a teacher at an infant school must have a diploma and also a certificate of good conduct. She must also possess a medical certificate to the effect that she is not unsuitable as an infant teacher because of illness or defects.

If a teacher at a public infant school is suspended or dismissed, she can appeal to the College of Deputed States of the province. A further appeal against the decision of the latter body to the Crown is also possible. A teacher at a private school who is suspended or dismissed can appeal to an appeals committee to

which her school is affiliated. The school governors are obliged to abide by the decisions of the appeals committee. The law also provides for the training of infant teachers. There are public and private training colleges. These are open to those who have had a general education, or who have passed a special examination. The training colleges have courses of two or four years for teachers and head teachers. The minimum programme of a training college comprises pedagogics and psychology, reading and telling stories, Dutch language, sociology, history, biology, hygiene, infant welfare, music, drawing, handicrafts, physical training, games and organizing games.

Supervision of infant education

Supervision of infant education, including the training of teachers, is exercised by a Chief Inspector (a woman), assisted by 24 female inspectors and 3 male inspectors, under the responsibility of the Minister of Education. Supervision by the municipality is exercised by the College of Burgomaster and Aldermen. The municipal council can set up a committee which represents the parents, the teachers and other inhabitants. The school buildings are supervised by a building inspector. During 1958 the net public expenditure on infant education was about 89 million guilders.

Infant education, January 1961

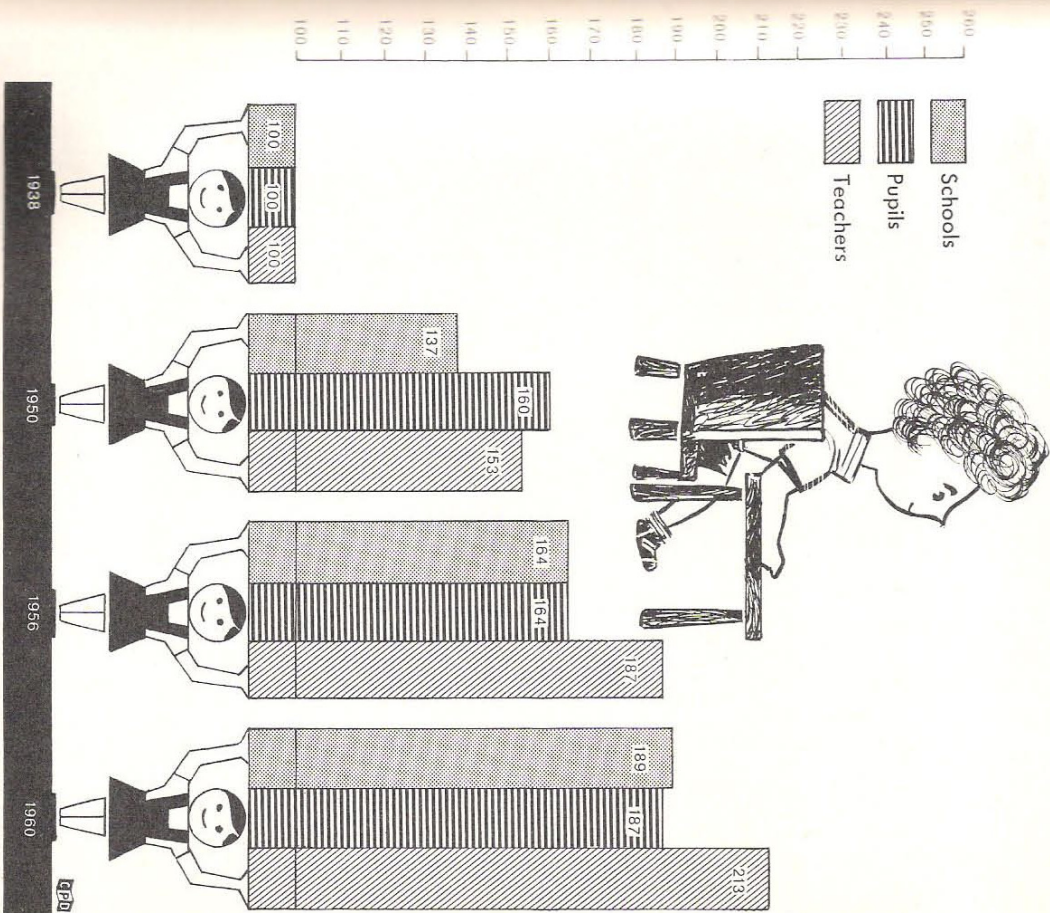
	Schools	Pupils (Head)	Teachers
Public	870	84.061	2.421
Private:			
Protestant	1.328	102.038	3.031
Catholic	1.635	181.897	5.121
Other private	567	29.847	962
Total	4.400	397.843	11.535

Suggested further reading

Curriculum of a public elementary school in the Netherlands. Ministry of Education, Arts and Sciences, The Hague. Stencilled text 1956.

Survey of the training of primary schoolteachers in the Netherlands. Stencilled text Ministry of Education, Arts and Sciences, The Hague, 1961. Stencilled text, 9 pp.

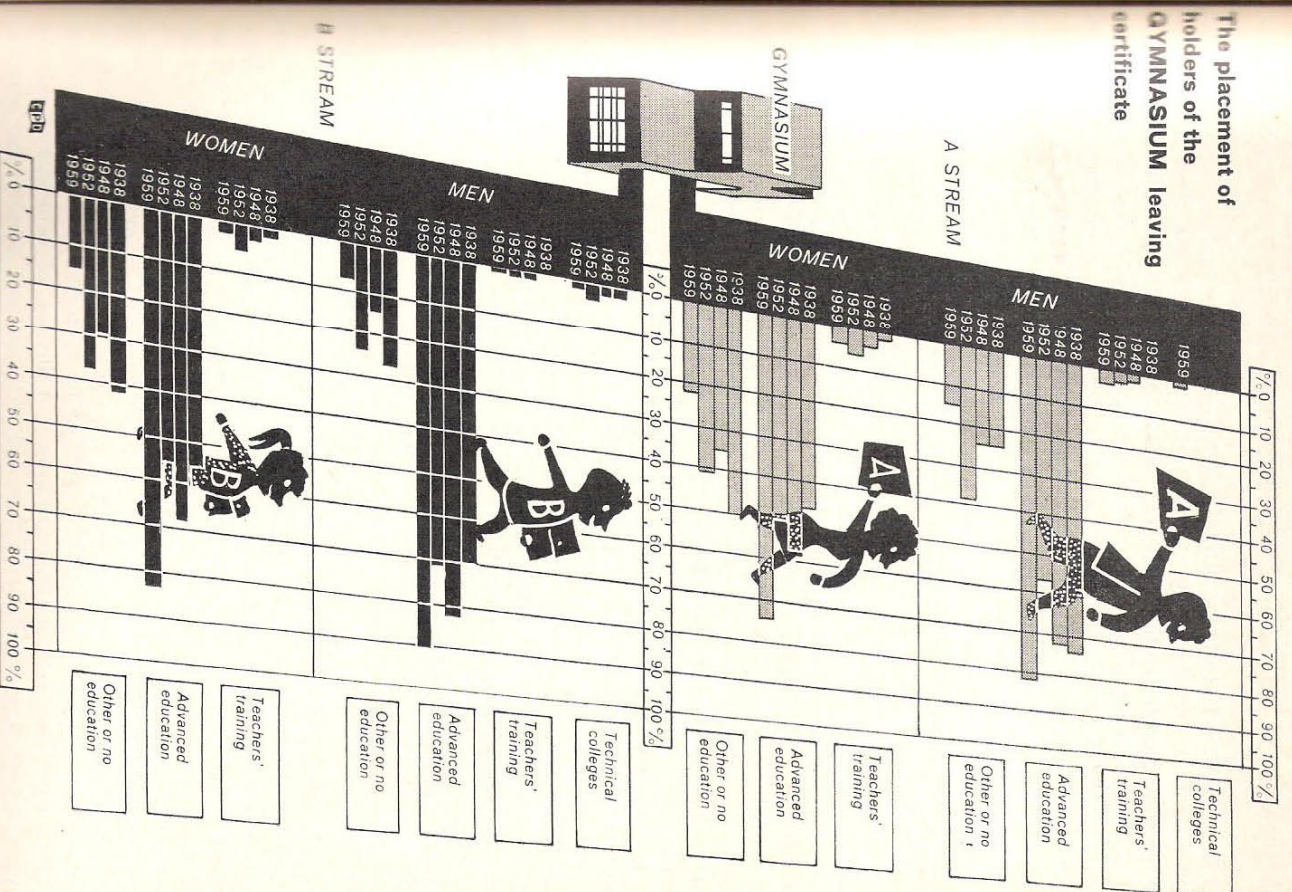
Increase in the number of schools, pupils and teaching staff in infant education (basis 1938 = 100)



Preparatory university and secondary education

Between general primary education and university education there are a number of types of Dutch schools with a dual function: one of their aims is to give a general education to those who will later occupy leading functions in the community; the other is to form the gateway to the university and other institutes of higher education. The gymnasium, which may be equated in some respects with the British grammar school, and which is a development of the Latin school of former days, serves principally as a training ground for the university, although for a number of pupils it forms the highest educational institution which they will attend. The Hogereburgerschool (HBS) is a type founded in 1863 in order to meet the growing demand for persons with a good school education for leading positions. This type of school has become very popular. The purpose for which it was founded still applies; but the HBS also gives preliminary training for the university. A type of secondary school which does not train its pupils for the university is the five-year secondary school for girls. A third type of secondary school is the commercial day school, which is directed more towards the practical side than the HBS, and is particularly intended for those whose future functions will be concerned with the business world. It comes as it were between the school for advanced primary education and the HBS. It does not train pupils for the university.

These types of schools, too, are divided into public and private ones. However, as distinct from primary education, the two are not on the same financial footing with regard to secondary education. A school can only be fully subsidized if the Minister of Education recognizes the need for it and the States-General vote the funds for it. Having regard to the state of the country's finances, the Minister of Education may refuse to place a new school on the national budget for subsidization. It will thus be seen that in preparatory university and secondary education there is no question of the automatic foundation of schools. If a school is eligible for a grant, it receives 100% of the expenditure on materials and staff. The teachers in preparatory university and secondary education are partly trained at the universities and institutes of higher education, either singly or in groups. Every year examinations are held in the various subjects in which the certificate of competency to teach in secondary schools can be obtained. This certificate can only be obtained if the candidate has furnished proof that he has an adequate knowledge of pedagogics and didactics in general and in the field of the subject(s) in which he desires to qualify in particular. The teacher gives lessons only in that subject for which he has obtained the certificate. This is a characteristic difference between this branch of education and ordinary primary education. In advanced primary



education and at the teachers' training colleges these systems occur in mixed form.

The salaries paid to teachers at both public and private schools for preparatory university and secondary education are the same. The State fixes them. They are calculated on the number of hours taught per week, which must total 26 for a full-time appointment, but may be more. No payment is made for hours exceeding 32 a week. The salary of a teacher who has obtained a doctor's degree at a university is higher than that of a teacher who has not attended university. The maximum salary of a secondary school teacher is about 60% higher than that of a primary school teacher.

Gymnasium

The gymnasium, which has six forms, teaches the classic humanities. Greek and Latin play a leading part, followed by Dutch, French, English and German. The other leading subjects are history, geography, mathematics, physics, chemistry, biology, physical training, music and drawing. From the fifth form onwards the gymnasium splits into two streams: A and B. The A stream stresses Greek and Latin (Hebrew is optional), whilst the B stream concentrates on the exact sciences. Those passing the final examination can take examinations for a university or institute of higher education. If they have followed the A stream the appropriate faculty is that of theology; if they have followed the B stream they may take examinations in the faculties of medicine (including dentistry) or mathematics and physics, the veterinary faculty, in the technological science and in physical geography and actuarial science. Both the A and the B certificates entitle the holders to take examinations in the faculties of law literature and philosophy (for classical language and literature only gymnasium B), medicine, social science, psychology and pedagogy, the agricultural economic, political and social sciences and social geography.

HBS

The HBS gives a five-year course of study, or sometimes a six-year course. The principal subjects taught are: mathematics, mechanics, physics, chemistry, and further Dutch, French, English and German, history, geography, cosmography, biology, economics, commercial science, political science, freehand and geometrical drawing, music and physical training. However, the final examination does not have to be taken in all these subjects.

The HBS has two streams. One is more literary and economic: that is the HBS-A, whilst in the other, the HBS-B, the stress is laid on the exact sciences. The leaving certificate of the HBS-B entitles its possessor to take examination in the faculties of medicine, mathematics and physics, of veterinary medicine, physical geography, actuarial science and technical and agricultural sciences.

Both the A and the B certificate entitles the holder to take examinations in the following subjects: cosmography, psychology and pedagogy, economic, political and social sciences, and social geography.

Lyceum

The lyceum is not regulated by law. It is a combination of a gymnasium and a HBS, in the sense that there is a common course of study for the first year or two, followed by a split into a gymnasium stream and a HBS stream. The final examinations are the same as those of the latter two schools.

The attractive feature of the lyceum is that there is more opportunity for a longer period to choose between gymnasium and HBS. Moreover, the atmospheres of the two types of school are here combined into one.

Commercial day school

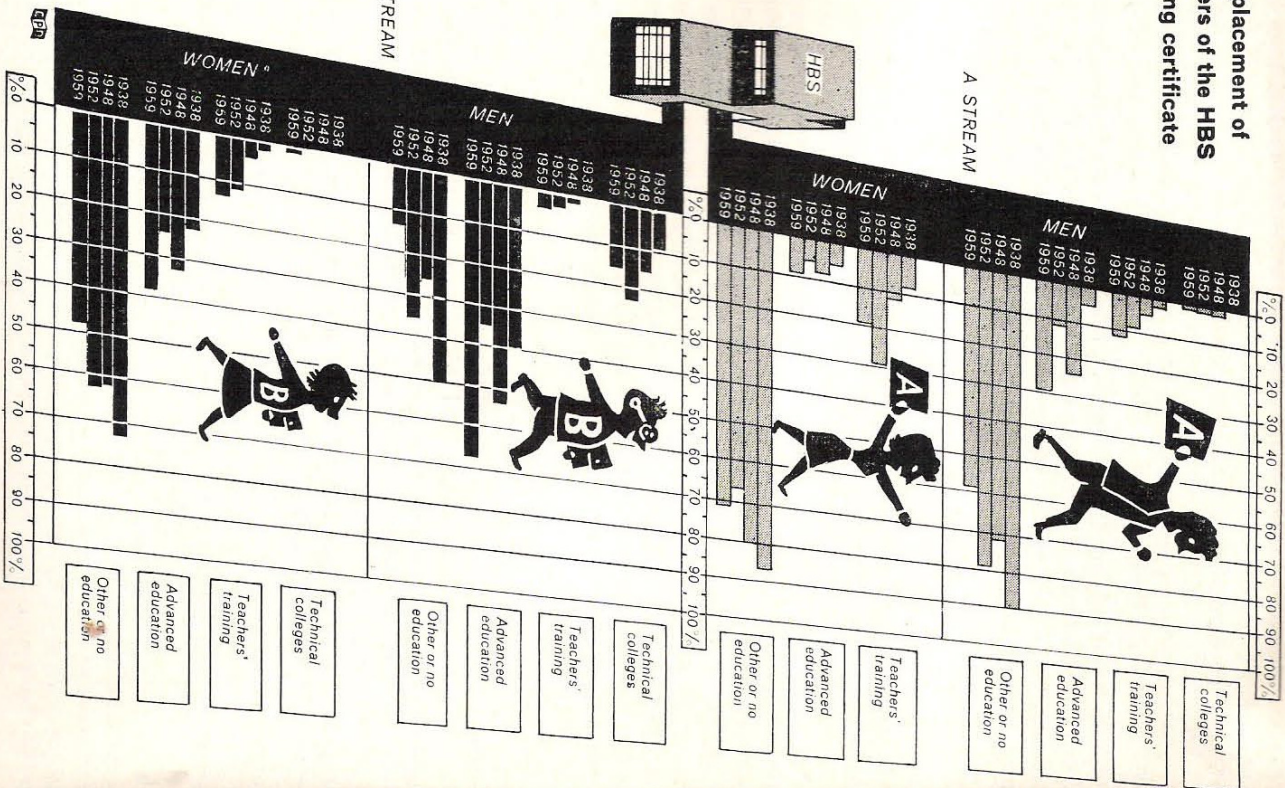
The commercial day school gives a three- or four-year course of study. At this school Dutch, French, German and English and commercial correspondence in these languages are taught, together with history and geography, in particular with regard to commerce, commercial science, economics, commercial law, political science, mathematics, physics, chemistry, knowledge of commodities, biology, drawing and physical training. Spanish is optional. There are also commercial evening schools, with three- or five-year courses of study. These are very well attended.

Secondary school for girls

This school has a five-year course. The subjects taught are Dutch, French, English and German, geography and history, in which subjects the final examination is taken, and further mathematics, physics and chemistry, biology, freehand drawing, needlework, music and physical training. Optional subjects may also be taught.

During 1958 the net public expenditure on preparatory university and secondary education was about 168 million guilders.

The placement of holders of the HBS leaving certificate



Number of schools and pupils at the day schools for preparatory university and secondary education, September 1960

	Schools	Pupils m	Pupils f	Total
Gymnasium	82	12.639	7.217	19.856
HBS	150	1.862 ^{a)}	293	2.155 ^{a)}
Lyceum	162	35.648	12.982	48.630
Secondary school for girls .	39	52.152	25.120	77.272
Commercial day school . .	14	— ^{b)}	22.340	22.340 ^{b)}
Total	447	102.301	67.952	170.253

of which:				
Public				
Run by central authorities .	53	11.618	6.538	18.156
Run by municipalities . .	116	24.290	17.925	42.215
Total	169	35.908	24.463	60.371

Private				
Protestant	84	23.360	14.604	37.964
Catholic	160	36.970	23.181	60.151
Other private	34	6.063	5.704	11.767
Total	278	66.393	43.489	109.882

In the 1960/1961 school-year 20.554 pupils (of whom 8.525 were male) attended the 151 commercial evening schools.

Suggested further reading

- Conditions of entry to secondary schools in the Netherlands. Stencilled text, Ministry of Education, Arts and Sciences, 1960. Stencilled text, 1 page.
- Curriculum of the Gymnasium (alpha and beta). Ministry of Education, Arts and Sciences, The Hague. Stencilled text.
- Curriculum of the H.B.S.-A and B. Ministry of Education, Arts and Sciences, The Hague, 1957. Stencilled text.
- Final examinations of secondary schools (in the Netherlands). Ministry of Education, Arts and Sciences, The Hague, 1960. Stencilled text, 4 pp.
- Secondary school for girls: 39 independent schools and 120 sections.
- Commercial day school: 14 independent schools and 2 sections.
- Pupils of independent schools and/of sections.

Secondary Education in the Netherlands. Ministry of Education, Arts and Sciences, The Hague, 1960. Stencilled text, 5 pp.

Stellwag, H. W. F. The Problem of General Didactics in Post-Primary Academic Education Groningen, 1961. 24 cm, 28 pp. A study based on the situation in the Netherlands.

Time-table of the "Hogere Burgerschool" (divisions A and B); time-table of the "Gymnasium" (divisions A and B). Ministry of Education, Arts and Sciences, The Hague, 1960 Stencilled text.

Technical and vocational education

This branch of education is regulated by the Technical Education Act, which was passed in 1919 and came into force in January 1921. The purpose of this form of education is described in the above Act as follows: "The aim of technical education is to train young people, on the basis and as a continuation of general education, for the crafts, industry, shipping, domestic work, farm housekeeping and needlework". It is subdivided into school education and education by the apprentice system.

Technical and vocational education emanated from private initiative, and consequently its subjects are taught for the greater part at private schools. There are also a number of public technical and vocational schools which — with the odd exception — are maintained by municipalities. The schools for technical and vocational education are subsidized by Royal Decree, usually on the basis of a declaration that the school is necessary by the council of the municipality where the school is located. The State pays 70% (in a few cases 75%) of the costs, and the municipality in which the school is located pays 30% (in a few cases 25%). State expenditure on this branch of education for 1962 is estimated at some 395 million guilders.

It is not possible within the scope of this publication to give a complete enumeration of every type of school for technical education and details of these schools. The account will therefore be confined to the schools mentioned below.

Elementary technical schools

The Netherlands has about 280 elementary technical schools and vocational schools, attended by a total of approximately 100,000 pupils. Instruction at the elementary technical schools lasts two or three, and in a few cases four, years. To qualify for admission to the two-year schools the pupil should have completed the sixth form of the ordinary primary school and have attained the age of 12 years 8 months; this entrance age does not apply to schools at which the course lasts three years or more. In the latter case the technical or vocational education proper does not begin until the second year. For some subjects (e.g. motor repairer, worker in fine metals) it is possible to stay at school a year longer. The schools may have departments for woodworking (carpenter, joiner), metal-working (fitter, blacksmith, copper-smith, worker in lead and zinc, electrician) and for painting and decorating, and often also departments for training bicycle repairers, motor mechanics, masons, tailors, shoemakers, typographers, bakers and textile workers. Needless to say, these departments are not to be found at every school. Local requirements determine



An elementary technical school for the chemical industry at Geleen (province of South Limburg)

the departments set up. Usually each school has at least a department for woodworking and one for metal-working.

Besides these elementary technical schools there are also those that train their pupils for a specific trade: tailors' schools, shoemakers' schools, printers' schools, butchers' schools, schools for painters and decorators.

Naturally a two- or three-year course in a certain subject is not long enough to produce all-round craftsmen. For this purpose there are various supplementary courses, including the *apprentice system*.

The structure of the *apprentice system* is reminiscent of the old days of the guilds. The apprentices, many of whom have previously attended an elementary technical school, are indentured to a firm where they are further instructed in their craft or trade.

An agreement of apprenticeship is concluded between the apprentice, the employer and the authorities administering the apprentice system, and this agreement imposes legal obligations on the parties. The Technical Education Act regulates the examinations of the apprentice system and the awarding of diplomas.

During the currency of the apprenticeship agreement the apprentice is obliged to follow supplementary education in his subject either during the day or in the evening.

This supplementary education is likewise given at the elementary technical schools (evening tuition for six to nine months a year). However, in recent years this evening tuition has been increasingly replaced, thanks to the cooperation of industry, by daytime education (sometimes one day a week in working hours for a whole year, sometimes half a day a week and one evening a week).

In 1960 over 53,500 apprentices were training under the apprentice system.

Secondary technical schools

This type of school is still fairly new, and is in an experimental stage. Consequently there are only a few such schools. The usual qualification for admission is that a pupil must have attended a school for complementary primary education for three years or a HBS for two years. A pupil who is in possession of a leaving certificate from an elementary technical school may also be admitted to a secondary technical school via a one-year bridge class (preparatory secondary technical education).

Besides the acquisition of (further) manual skill, general education is also given in this class.

The length of this education at school is two years, followed by a year's practical work under the supervision of the school. Via these courses it is possible to obtain a post with the junior cadre in industry.

Besides these schools, there are other schools and courses for secondary technical and vocational education.

In October 1960 the schools and courses were being attended by a total of 13,433 pupils.

Pupils with a leaving certificate from an elementary technical school may be admitted to the bridge class of a secondary technical school after they have passed the entrance examination; after they have passed through this bridge class and passed an entrance examination they may be admitted to the bridge class of a *technical college*.

Technical colleges

One of the aims of the technical colleges is to train the intermediate cadre for industry; moreover, with the certificate of a technical college one can teach at elementary technical schools. Needless to say, this also requires practical experience and a teaching certificate.

Most technical colleges have departments for building, road-building and hydraulic engineering, mechanical engineering and electrical engineering.

Technical and vocational education: number of schools, courses and pupils, 1960/1961

	Schools courses	PUPILS						
		Full-time education			Part-time education			Total
		m	f	total	m	f	total	
Elementary technical dayschools for boys .	279	111.219	484	111.703	—	—	—	111.703
Works schools	9	2.920	—	2.920	—	—	—	2.920
Evening technical schools for boys	270	—	—	—	47.209	717	47.926	47.926
Part-time education (at elementary technical day schools)	—	—	—	—	25.146	90	25.236	25.236
Secondary technical education:								
day schools	44	9.825	69	9.894	51	—	51	9.945
evening schools	26	—	—	—	3.437	51	3.488	3.488
Courses for certificates of general education								
Technical colleges:								
day colleges	77	—	—	—	4.888	—	4.888	4.888
evening colleges	23	9.974	28	10.002	—	—	—	10.002
Other higher and secondary technical edu- cation	3	—	—	—	951	—	951	951
Courses for training teachers for technical education for boys	20	949	168	1.117	450	23	473	1.590
Art and industrial arts education	16	62	—	62	7.129	—	7.129	7.191
Schools of navigation (training as mate, etc.)	33	1.229	1.066	2.295	2.040	882	2.922	5.217
Schools for marine and aeronautical engineers	11	2.224	—	2.224	26	—	26	2.250
Schools for sea fisheries	32	2.741	—	2.741	709	—	709	3.450
Schools for inland shipping	9	526	—	526	233	—	233	759
Schools for retail trade	15	500	—	500	377	—	377	877
Domestic science and vocational schools for girls:	14	2.205	696	2.901	—	—	—	2.901
domestic science schools:								
training	278	16	81.593	81.609	293	78.884	79.177	160.786
courses								
schools for rural domestic science:								
training	246	—	31.791	31.791	396	26.312	26.708	58.499
courses								
Mobile course for rural domestic science . .	—	—	—	—	—	4.261	4.261	4.261
Total	1.405	144.390	118.415	262.805	93.335	113.796	207.131	469.936

Some of these colleges also have departments for marine or aeronautical engineering, chemical engineering, applied physics, business economics, mechanical technology, surveying, motor engineering, chemistry, textile engineering or metallurgy.

The course lasts four years, one of which (the third) is devoted to practical work in industry. This practical work may be done partly (say for three months) abroad, provided that the college authorities approve.

The following may, among others, be admitted to these colleges:

- pupils possessing a B certificate from an advanced primary school;
- pupils who have been promoted from the third to the fourth form of a secondary school (HBS, etc.), provided that they had good marks in mathematics;
- pupils possessing a B certificate from a HBS or a gymnasium;
- pupils possessing a leaving certificate from an elementary technical school. Technical colleges may thus be entered from technical or from general education.

The pupils who have a HBS or gymnasium B certificate are usually placed in the second year, so that the whole technical college course for this group is only three years.

In 1960 9.900 pupils attended technical colleges (including the practical year). Other technical and vocational schools for boys are schools of navigation, the schools for ship's engineers, the schools for inland shipping and for sea fisheries, and schools for radio operators and for aeronautical engineering.

Vocational schools for girls

With regard to schools for girls, mention should be made in the first place of the handicrafts and domestic science schools. The primary forms can be attended by girls who have received ordinary primary education. The course usually lasts two years, and more than one third of it consists of general education and further of elementary knowledge of cooking, sewing and the care of the home and household effects. Those who have completed this two-year day course can follow a more extensive training in cooking, sewing, etc., in company with those coming from a school for advanced primary education or from a secondary school for girls. Girls wishing to specialize as seamstress, cutter or head of the kitchen in institutions such as hospitals, boarding establishments, etc. must follow a continuation course. Reference should also be made here to the schools training boys and girls as social workers and making their pupils conversant with social problems. They follow on the secondary schools.

At the agricultural domestic science schools girls receive a two-year training in the special type of housekeeping which is encountered on the farm. A further aim of the schools is to ensure that wide application is given to the improvements which are of particular importance to the countryside.

There are a large number of evening courses, for both boys and girls, which can be attended after the compulsory school age has been passed.

Agricultural and horticultural education

Needless to say, in a country such as the Netherlands the agricultural and horticultural schools play an important part.

Depending on level and nature, this branch of education is subdivided into primary, secondary and higher agricultural and horticultural education.

In this form of education a very large number of part-time courses are followed chiefly during the winter months. A good regional distribution of the schools enables country people to take part in these courses. Apart from a few courses only male pupils attend the schools.

Educational institutes for young people over compulsory school age

Particularly since World War Two wide circles in the Netherlands have become aware of the fact that large numbers of young people leave school insufficiently prepared to enter the community and, in their social situation, are given too little assistance in development to adult status. The realization that, as a result, many of these adolescents have suffered considerable harm in the development of their personality has led to the foundation of the educational institutes. The work done by these institutes may be described as a pedagogic activity organized in a specific institutional form, the aim of which is to guide young people leaving school on their way to adulthood for a number of years by methodical instruction, and so to help develop their personality.

The curriculum of an educational institute is very varied and is adapted as closely as possible to the situation in which the boy or girl finds himself or herself. In accordance with the directives drawn up for this curriculum the institutes help young people in their development by, among other things, paying great attention to social and cultural development, domestic science, manual skills and other forms of expression, sport and games, in which an eye is kept on the development of a sense of responsibility, respect for one's fellow-beings, learning to work together, fostering self-activity and the right kind of spare-time activities, etc.

At present there are 300 educational institutes active in the Netherlands. These are affiliated to one of the three national organizations, viz.:

the National Foundation for Mater Amablis Schools and other institutes of partial education for girls;

the National Foundation of Catholic Schools for Social Education of Boys and Young Men;

the National Centre for the Education of Young People in Industry.

The Roman Catholic educational institutes are affiliated to the first two national organizations; in the third organization the Protestant institutes and those not based on a specific religious philosophy are combined.

The educative work for boys is concerned in the main with the fourteen-year-olds to the approximately eighteen-year-olds, whilst the girls who take part in this work are in the main still older than seventeen. On 1 October, 1960, the number of participants was about 42,000, consisting of some 29,000 girls and some 12,702 boys. Of these 42,000, over 18,800 attended the institutes in the daytime; the rest attended evening classes.

An itemized survey follows:

National Foundation for Mater
Amablis Schools and further
partial education for girls
National Foundation of Catholic
Schools for Social Education
of Boys and Young Men
National Centre for the Edu-
cation of Young People in
Industry

	Daytime educative work		Evening educative work	
	boys	girls	boys	girls
	—	2.175	—	18.870
	9.374	—	571	—
	2.743	4.553	14	2.713
Total	12.117	6.728	585	22.583

Under the 1955 State Regulations for Educative Work for Young People over Compulsory School Age, the educational institutes may receive a Government subsidy of not more than 80% of the operating costs qualifying for a grant. The State pays 40% of this; the rest comes from the province and municipality. This means that not less than 20% of all costs must be met from private sources. It is now possible on a modest scale to participate in educative work for a continuous period of several weeks at a boarding school.

The budget of the Ministry of Education, Arts and Sciences for 1961 included the sum of approximately five million guilders for educative work among young people over compulsory school age.

Suggested further reading

Collaboration entre l'enseignement et les industries de la C.E.C.A., La. Rapport d'un groupe de travail d'experts gouvernementaux des six pays de la communauté, Communauté européenne du charbon et de l'acier, 1959. 29 cm, 134 pp. tables (31 C 21). Contributed by Dr. H. J. M. Moerkerk (on the Netherlands), blz. 120 ff.

L'Enseignement Commercial aux Pays-Bas. Ministry of Education, Arts and Sciences, The Hague, 2.8.1960. Stencilled text, 18 pp.

Formation professionnelle aux Pays-Bas et au Danemark, La. Rapport de la commission envoyée aux Pays-Bas et au Danemark. Paris, Association Française pour l'accroissement de la productivité, 1956. 27 cm, 2 vols.

Gelder, L. v. The Bridge Year; an Aid to Adaptation from Elementary to Secondary Education in the Netherlands. International Review of Education, 6 (1960) No. 4, 468-471.

Holthrop, W. F. Vocational Education in the Netherlands. University of California Press, Berkeley and Los Angeles, 1951. 158 pp, bibliography.

Institution of Netherlands Professional Engineers and Graduates of Engineering Colleges, The Hague, 1961. Syllabuses (H.T.S.) for the aeronautical engineering, civil engineering,

electrical engineering, industrial chemistry, industrial physics, mechanical engineering, mechanical technology and shipbuilding sections.

Bohéma des cours de formation d'enseignement ménager agricole aux Pays-Bas. Stencilled text, 1957, 3 pp.

Technical and vocational training. Technical Education Division. Stencilled text, 1959.

Training Courses on Rural Domestic Science in the Netherlands. 1957, 3 pp.

Ward-de Vletter, W. N. Vocational Training in Holland. Way-Forum, 1959, No. 31, 35-36

University education

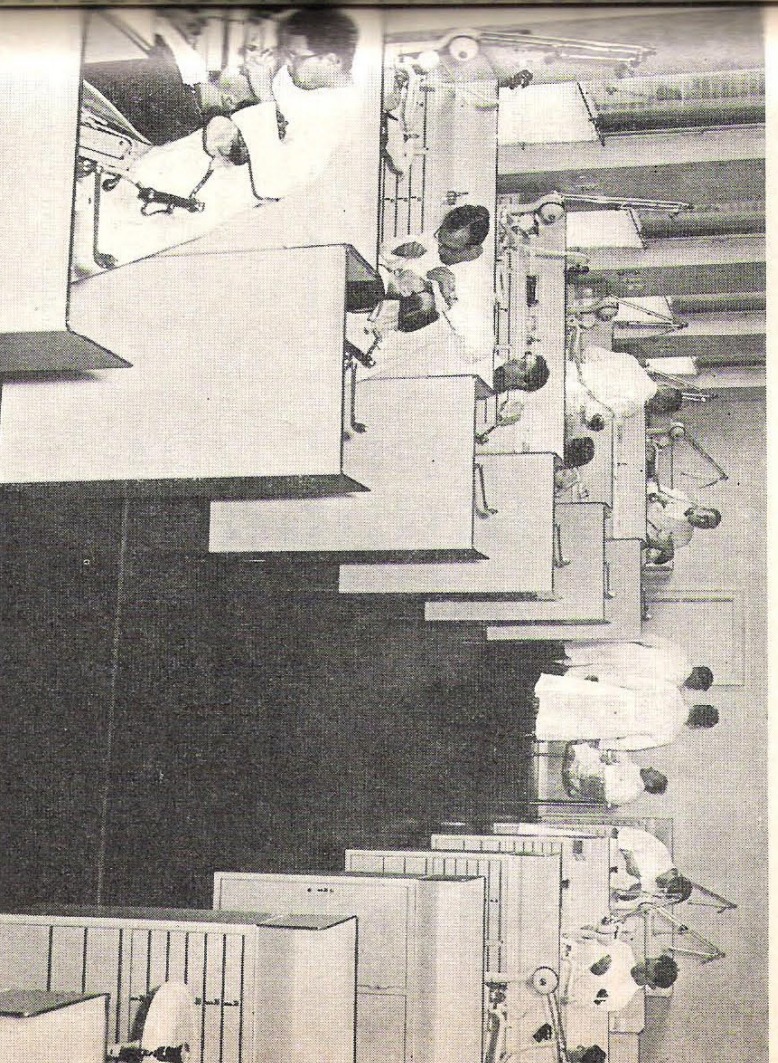
The magnitude of university education in the Netherlands is illustrated by the fact that there are six universities and five other institutes of higher education. Of the universities, those in Leyden, Utrecht and Groningen are State universities; the University of Amsterdam is a municipal institution, the Free University of Amsterdam is a private Protestant one, the University of Nijmegen is a private Catholic one. There are two technological universities viz. at Delft and Eindhoven (the latter was founded in 1956), and a third is in the process of foundation at Enschede. Then there is the State Agricultural University, two institutes of economics, viz. at Rotterdam (a private, non-denominational one) and at Tilburg (a private Catholic one). The two technological universities are both run by the State.

The development of science and the marked increase in the number of students have led to such a rise in the costs of the universities that the former arrangements for subsidies do not offer an adequate guarantee for a further development of the private universities and institutes of higher education. The new Scientific Education Act provides for a State grant of up to 95% of the net costs of the university or institute of higher education, insofar as the university or institute does not exceed what by Dutch standards forms the equipment and inventory of a university. The Act is based on the belief that the general interest of higher education and science in the Netherlands requires that equal opportunities for development are offered to public and private higher education. The fact that this subsidy is granted in no way infringes on the complete freedom of the private institutes. The State institutes of higher education are fully financed by the State.

A university may have the following faculties: Theology, Law, Medicine, Mathematics and Physics, Literature, Economics, Social Science and Veterinary Science. However, every university must have at least three faculties, which must in any case include that of medicine or that of mathematics and physics. The University of Utrecht has a faculty of veterinary science, and that of Groningen a faculty of economics; the Municipal University and the Free University of Amsterdam each have one of economics. The Municipal University of Amsterdam also has a faculty of political and social sciences.

A State technological university must have at least the following departments: General Science, Mechanical Engineering, Electrical Engineering and Chemical Engineering. An institute of economics consists of the faculty of economics and may have a faculty of social science.

A number of sciences that exceed the bounds of a faculty are organized in combined faculties. An example is psychology, examinations in which are held in the combined faculty of humanities, science and medicine. A degree in dentistry can be obtained in the faculties of medicine at Utrecht and Groningen



The dental course at the University of Groningen

Academic Statute

The general regulations for examinations and doctorates are laid down in the Academic Statute. In every faculty students must take at least two examinations, the candidate's and the doctor's examination. The degree of doctor is obtained after the latter examination has been passed and a thesis has been defended. One of the characteristic points of the Academic Statute is that within the framework of a university course it leaves the student considerable latitude with regard to the subsidiary subjects.

University courses usually last six years. That of the faculty of law is about five years, that of the faculty of medicine seven or eight years. The right to attend lectures at the universities and other institutes of higher education is obtained by registration with the Rector of the university.

Although in principle anyone is free to attend lectures who has paid the lecture fees, before a student can take a university examination he must be in possession of a leaving certificate, as a rule one of the certificates discussed in the chapter on preparatory university and secondary education. Besides this normal form of admission, the law makes it possible for a number of groups to be admitted to take university examinations on the strength of possession of another diploma. For the admission of foreigners see: Academic Studies for Foreigners (page 38).

Graduates of the agricultural colleges have the right of admission to the examinations at the Agricultural University of Wageningen and of the faculty of veterinary medicine at the State University of Utrecht. Holders of a leaving certificate from a technical college may be admitted to the technological universities if their general education is found to be adequate.

Fully qualified teachers may be admitted to take examinations in psychology and pedagogics. Fully qualified teachers (secondary level) with a non-university training may in a number of cases take university examinations in the subject in which they are fully qualified.

In special cases a person who has reached the age of thirty may also be given the right to take university examinations, provided that he has a adequate general education and is suited for the subject which he has chosen.

Every university has a Board of Curators, one of whose tasks is to draw up the short list for professorial appointments. The professors at the State Universities and institutes are appointed by the Queen; the professors at the Municipal University, appointed by the municipal council, need the approval of the Queen. Professors at the non-State universities and institutes are appointed by the Boards of these institutes.

Besides ordinary professors, visiting professors are also to be found at Dutch universities. They are usually persons who have their work primarily outside the university and who therefore can give only part of their time to the university. Then there are at public universities private professors, appointed by a foundation or institution, who represent a certain religious philosophy. They supplement the other professors at a university if a particular subject or aspect of a subject is not receiving the attention it deserves. The foundation or institution pays the salary, etc., of these professors.

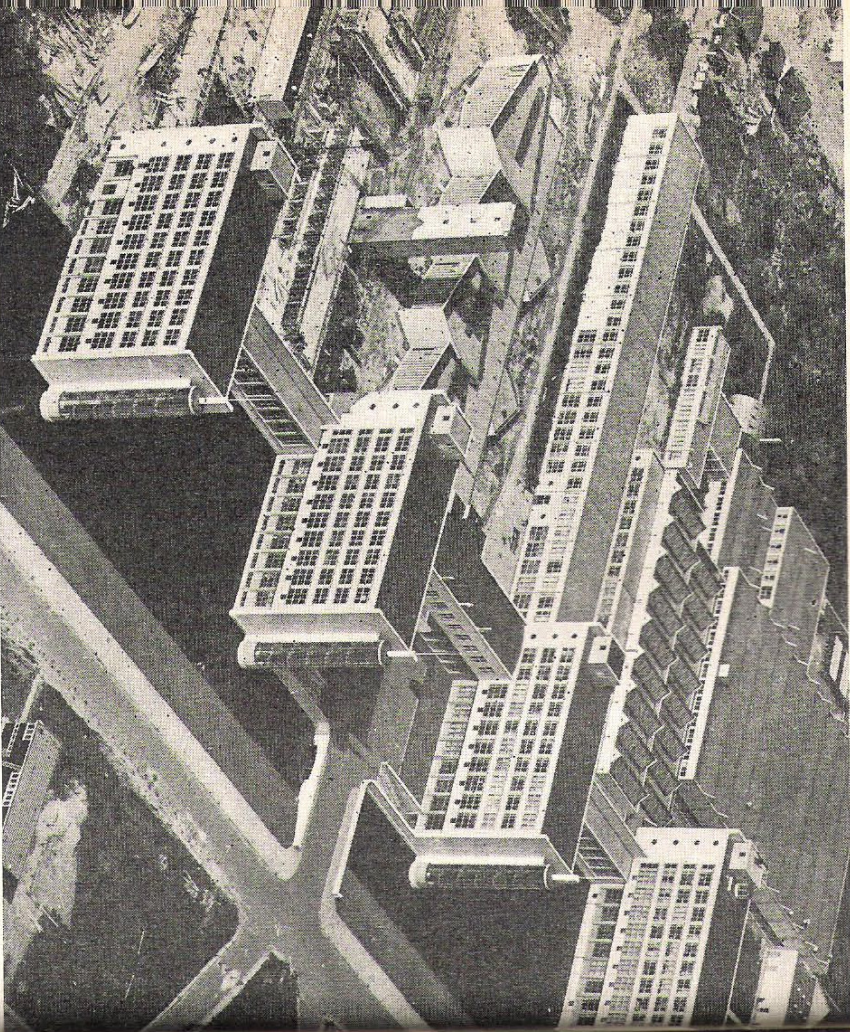
The net public expenditure on university education in 1962 may be put at more than 309 million guilders. Finally, a table follows, giving the situation in April 1961.

Number of fully registered students in April 1961

	male	female	total
Theology	908	92	1000
Law	2312	762	3074
Medicine	4241	1178	5419
Dentistry	782	66	848
Mathematic and physics	5373	929	6302
Literature and philosophy	3116	2203	5319
Veterinary medicine	418	46	464
Economic sciences	4060	85	4145
Political and social sciences	467	183	650
Technical science	7760	84	7844
Agricultural sciences	955	148	1103
Social sciences	856	391	1247
Cultural anthropology	37	27	64
Geography	773	213	986
Psychology	900	719	1619
Pedagogy	215	177	392
Study for tax consultant	73	1	74
Actuarial science	35	—	35
Total	33281	7304	40585

The following numbers of these students were registered at:

Leyden (State University)	3746	1669	5415
Utrecht (State University)	5199	1516	6715
Groningen (State University)	2702	710	3412
Amsterdam (Municipal University)	5113	1902	7015
Amsterdam (Free University)	2631	537	3168
Nijmegen (Roman Catholic University)	2422	664	3086
Delft (Technological University)	6741	78	6819
Eindhoven (Technological University)	1019	6	1025
Wageningen (Agricultural University)	955	148	1103
Rotterdam (Institute of Economics)	1873	48	1921
Tilburg (Roman Catholic Institute of Economics)	880	26	906
Total	33281	7304	40585

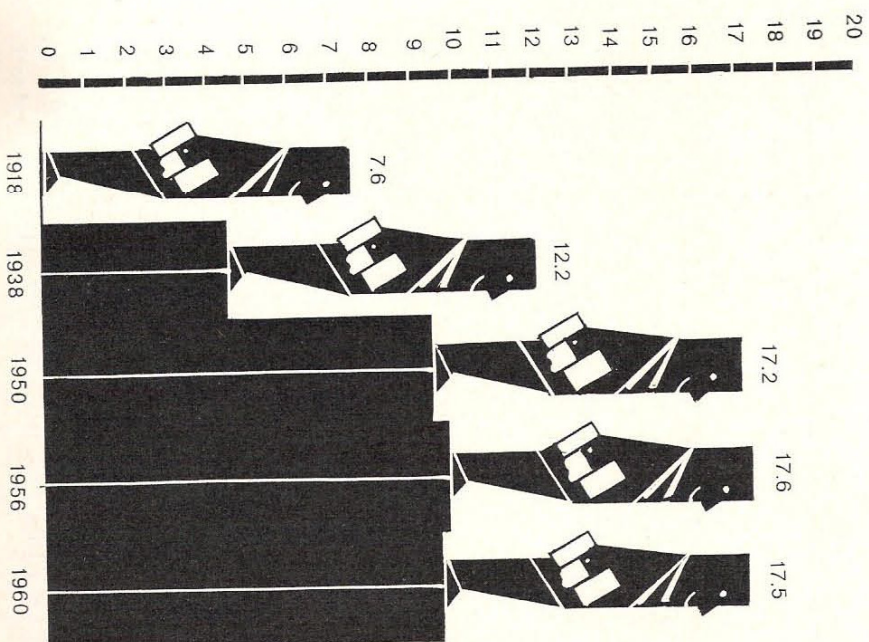


The buildings of the Technological University of Delft

Academic studies for foreigners

More and more attention is being paid to the provision of facilities for foreigners to come and study in the Netherlands. The number of foreign students at the Dutch universities and institutes of higher education was 1,217 in the 1959/60 academic year. These students came from countries scattered over the entire world. It should also be mentioned that in addition a very large number of foreigners study at other institutions, such as the various Academies of Plastic Arts and the School of Tropical Agriculture at Deventer.

Number of graduates of advanced education per 1000 of an average generation (three-year average), 1918—1960



Foreigners desirous of being admitted to one of the State universities or institutes require the permission of the Minister of Education, Arts and Science or, for the Agricultural University, of the Minister of Agriculture and Fisheries. After the university where the foreign student wishes to take up his studies has been consulted, it is decided whether the foreign certificates held by the student in question entitle him to take university examinations in the Netherlands. If a foreign student merely wishes to attend the lectures without taking an examination, he only requires the consent of the Rector of the university in question to matriculate. Ministerial permission is not required for the Municipal University and the Free University of Amsterdam, the Catholic University of Nijmegen and the Institutes of Economics at Rotterdam and Tilburg. In the case of these universities application must be made in writing to the Rector. In order to be admitted, foreign students must have had a secondary education equivalent to that required for Dutch students. On the basis of Royal Decree there are lists of secondary school certificates which automatically give admission to university examinations in the corresponding faculties. These lists comprise several school certificates awarded in Belgium, Denmark, Germany, Austria, France, Great Britain, Ireland, Italy, Luxembourg, Norway, Sweden and Switzerland.¹⁾

Since the ratification in 1956 of the European Convention on the equivalence of diplomas leading to admission to universities, the diploma awarded in the territory of each of the Contracting Parties is recognized as equivalent to the leaving certificate awarded by a Dutch secondary school. Consequently foreign students who have been admitted to certain courses of study in their own country will also be admitted in theory to the corresponding courses at a Dutch university, including admission to the examinations concerned.

In individual cases students who are not in possession of a diploma or degree which is recognized as equivalent to a Dutch leaving certificate may be admitted by the Minister of Education, Arts and Sciences, in consultation with the University concerned. A great number of foreign students are admitted in this way.

The Foreign Student Service, 5, Oranje Nassaulaan, Amsterdam, has been set up for the benefit of foreign students.

A number of international institutes at university level have been specially founded for foreign students. They give specialist courses of training, mostly to small groups of students or individuals. The United Nations give fellowships to a number of foreigners to enable them to attend these institutes.

In 1950 a Royal Commission was appointed, which led to the creation of the Netherlands Universities Foundation for International Cooperation, 27, Molen-

¹⁾ The diplomas awarded in countries outside Europe are not taken into account. Some of the above-mentioned lists are on the basis of bilateral cultural agreements.

straat, The Hague. All Dutch universities are represented in this body. The Foundation has prepared the creation of the international institutes with support from the Dutch authorities, viz. the Institute of Social Studies, the International Course in Hydraulic Engineering and the European Course in Elementary Engineering.

Basic data on international courses offered in the Netherlands

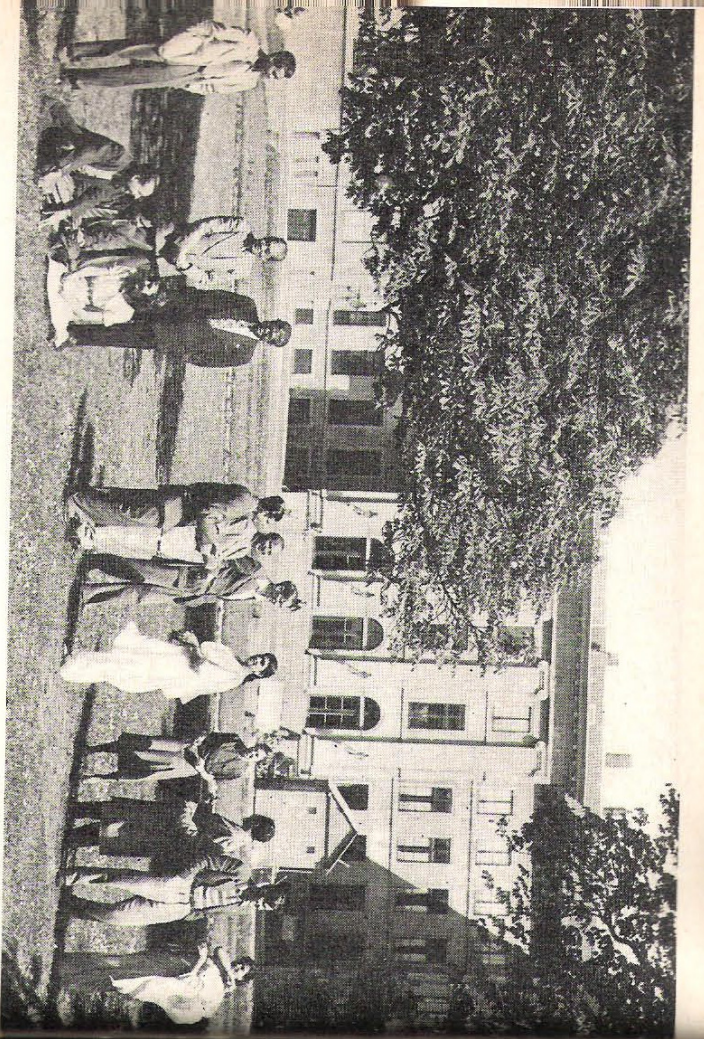
The Institute of Social Studies, 27, Molenstraat, The Hague.

In order to further international research and training in the field of social science, the Institute of Social Studies has been founded in The Hague. It started its activities in 1952. The Institute is housed in the former Royal Palace, Noordeinde, The Hague. The students also reside in this building.

The language of instruction at the Institute is English.

The Institute's curriculum is as follows:

- a) Two-year Course in Social Science, leading to the degree of Master of Social Science.
Requirements for admission: Advanced academic standing in one of the social sciences.
The course lasts factually from 16—21 months, the duration varying according to each participant's individual object of study.
- b) Seven-month Course in Social Welfare Policy, leading to the diploma in Social Welfare Policy.
Requirements for admission: Practical experience in social work, preferably at the teaching and public service level.
The course comprises two three-month terms and a one-month observation period.
- c) Special Specialization in Child and Youth Welfare Policy, within the framework of the Social Welfare Policy Course.
- d) Four-month Course in Comprehensive Planning.
Requirements for admission: Graduate standing in social sciences, engineering, architecture or agriculture and broad experience in one of the various fields of planning.
- e) Six-month Course in Economic Planning and Social Accounting, leading to the diploma in Economic Planning and Social Accounting.
Requirements for admission: Academic standing at graduate level in economics and/or wide experience in planning, social accounting and statistics.
- f) Six-month Course in Public Administration, leading to the diploma in Public Administration.
Requirements for admission: Advanced academic status and wide experience



The Institute of Social Studies, The Hague

in the public service or as a staff member in institutes of public administration.

9. *Extended.* One-year study programme leading to the degree of Master of Public Administration. Requirements for admission: Candidates for this programme must have attended either the Course mentioned under e. or another Course in Public Administration, approved by the Institute, with study results rated above average.

Technological University of Delft —
Netherlands Universities Foundation for International Cooperation ¹⁾

Course offered:

International Course in Hydraulic Engineering.

Three branches of study:

¹⁾ Information: Netherlands Universities Foundation for International Cooperation, 27, Molenstraat, The Hague.

1. Tidal and coastal engineering;

2. Reclamation;

3. Rivers and navigation works.

Requirements for admission: a degree in engineering from a recognized institution of higher learning.

This annual course lasts from about the third week in October to the second week in September, and leads to a diploma.

Technological University of Delft —

Netherlands Universities Foundation for International Cooperation ¹⁾

with the assistance of the Organization for European Economic Cooperation and the World Health Organization.

Course offered:

European Course in Sanitary Engineering; dealing with the combating of water pollution in densely populated regions.

Requirements for admission: A university degree in civil engineering or a related branch of study, and some practical experience in civil engineering.

University of Amsterdam —

Netherlands Universities Foundation for International Cooperation ¹⁾

Course offered:

Summer Course of the Combined Netherlands Universities.

Every year a different subject is dealt with.

Requirements for admission: Students or graduates of an institute of higher education.

Research Institute for Management Science —

Netherlands Universities Foundation for International Cooperation

Information: Research Institute for Management Science (R.V.B.), 76, Nieuwe Laan, Delft.

Course offered:

International Course on Small-Scale Industries. Theoretical and practical training in investigating and solving the specific problems of small-scale industries, and in finding a set of techniques which can be applied to the establishment of new industries.

Passing the course leads to a diploma.

Requirements for admission: B.Sc. or M.Sc. in engineering or equivalent degree of recognized universities.

¹⁾ Information: Netherlands Universities Foundation for International Cooperation, 27, Molenstraat, The Hague.

International Training Centre for Aerial Survey

Information: The Dean, International Training Centre for Aerial Survey 3, Kanaalweg, Delft.

Courses offered:

- a. Photogrammetry, including cartography, topography and theory of errors
- b. Photogeology;
- c. Use of aerial photographs for soil survey and other agricultural purposes
- d. Ditto for forestry and other sylvicultural purposes;
- e. Aerial photography and survey navigation.

Lectures and instruction are given in English, French or German.

Courses are adapted to individual needs, and may therefore vary from some months to two years.

Requirements for admission: Depend on the individual student's programme of study.

Institute of Oriental Studies, Leyden

Information: The Secretary, Institute of Oriental Studies, 61, Rapenburg, Leyden.

Courses offered:

Language and culture of Indonesia and Malaya, the Arab countries, Japan, China (duration three or seven months).

Requirements for admission: Candidates must be qualified for university study in their own country.

Bouwcentrum (Building Centre)

Information: Bouwcentrum, P.O. Box 299, Rotterdam.

Course offered:

International Course on Building in cooperation with the Central Organization for Applied Scientific Research in the Netherlands, TNO, and the International Federation of Housing and Town Planning. The course is at graduate level and lasts six months.

Requirements for admission: B.A., B.Sc. or equivalent degree of recognized universities or colleges. Applicants must, in their own countries, have a function concerned with building.

The Philips International Institute of Technological Studies

Information: Director of Studies, Philips International Institute, Eindhoven. Courses offered:

- a. Individual, theoretical and experimental curricula on any subject within the range of Philips' activities; for instance, electronics and applications thereof, X-rays, light and lighting, etc.

- b. Three-month course of lectures on basic electronics (October—December).
- c. Three-month advanced-level course of lectures. The main subject of this course may differ from year to year but will generally be related to some form of applied electronics.

The language of instruction is English. Nominal duration of a complete period of study is one year.

Requirements for admission: A graduate science or engineering degree.

International Agricultural Centre at Wageningen

Information: Director, International Agricultural Centre, 1, Generaal Foulkesweg, Wageningen.

Courses offered:

Research and specialization facilities in special branches of scientific agriculture, after completion of which a certificate is awarded. Training is adapted to individual needs and may vary from three to twelve months.

Requirements for admission: In general M.Sc. or equivalent degree of recognized universities or colleges.

Institute for Atomic Sciences in Agriculture (I.T.A.L.), Wageningen

Information: Dr D. de Zeeuw, Institute for Atomic Sciences in Agriculture, 12 D, Professor Ritzema Bosweg, Wageningen.

Courses offered:

Four weeks' postgraduate course on uses and applications of radio-isotopes in biology and agriculture.

Requirements for admission: Advanced academic status in the fields of biology or scientific agriculture.

Suggested further reading

Barnouw, A. J. and B. Landheer. The Contribution of Holland to the Science. New York, Querido, "Kosmos" Publishing Company, 1946, 351 pp.

Boergelo, H. B. The Technological University of Eindhoven. Bulletin de l'Association internationale des Universités, Vol. VI (1958) No. 4, 243-244.

Dresden, D. Some Ideas on Technological Education. Universities Quarterly, 8 (1954) No. 4, 352-358.

Ginsburg, H. H. Netherlands University Life - a Reappraisal. Higher Education and Research in the Netherlands, 2 (1958) No. 4, 12-15.

- Higher Education and Research in the Netherlands. Bulletin of the Netherlands Universities Foundation for International Cooperation, 1, No. 1, 1957. 24 cm, 40 pp.
- Jong, F. J. de. The Teaching of Economics at Netherlands Universities. Higher Education and Research in the Netherlands, 2 (1958) No. 2, 2-10.
- Penrose, W. O. The Structure of Higher Education. The Hague, Van Kenulen, about 1960. 21 cm, 208 pp.
- Wolter, H. J. Some Observations concerning the Setting-Up of the Commission on the Development of Scientific Research. Higher Education and Research in the Netherlands, 2, No. 1 (1958), 9-14.
- Studying in the Netherlands. A Handbook for Students from Abroad. Amsterdam, Foreign Student Service, 1959. 17 cm, XI-86 pp.

Youth work

The most important forms of youth work include in the first place the youth movements aiming at developing all aspects of personality, in cooperation with home influences and the schools. These youth movements for young people between the ages of 8 and 21 are characterized by free participation and self-activity of their members.

Some youth movements also provide activities for non-members, such as courses for young people just leaving school, holiday camps and free-activity clubs.

There are 39 different youth movements of this type, based on religious or political convictions or open to all convictions. In spite of these differences in background, there is much willingness to work together, and immediately after the liberation the Dutch Youth Community was formed, which most of the youth movements have joined. There are also a number of youth councils on a religious or political basis, such as the Reformed, Catholic, Calvinist and modern youth councils.

Apart from the youth movements which aim at providing general training, there are those which provide training on special lines, such as nature study, international youth exchange, civic education.

The following table gives an impression of the membership of the youth movements:

Members of the organizations (× 1000)	8-12 years		12-17 years		18 years and over		Total		Grand total
	m	f	m	f	m	f	m	f	
Non-religious, non- political	11.2	6.9	16.2	10.6	16.8	12.4	44.2	29.9	74.1
Protestant	23.3	25.6	58.2	48.9	64.5	63.2	146.1	137.8	283.8
Catholic	18.8	19.9	51.9	20.5	98.1	32.5	168.8	72.9	241.6
Other religious or political	0.6	0.7	9.7	5.4	36.7	20.3	47.0	26.4	73.4
Total 1959	53.9	53.1	136.0	85.4	216.1	128.4	406.1	267.0	672.9

A second form of youth work closely connected with the first is special youth work in clubhouses for socially maladjusted young people, who from a social and pedagogic point of view require special attention. Since the war this form of youth work has greatly increased, and there are now more than 400 of these clubhouses, affiliated to 9 national organizations.

In 1959 there were 48,200 boys and 47,800 girls, i.e. a total of 96,000 registered

in clubhouse work, but these numbers do not give an overall impression of the importance of this type of youth work, since a great number of boys and girls visit these clubhouses without being registered as members.

Apart from the young people themselves, attention is also given to the families from which they come, for which the contact with the child offers favourable opportunities.

In the youth movements the leaders at local level are mostly voluntary ones, but in the clubhouses there are always a number of professional leaders aided by voluntary leaders.

For the training of professional youth leaders there are three residential training institutes: 'Middeloo', Amersfoort, 'Kopse Hof', Nijmegen, and 'De Jelburg', Baarn. The training of voluntary leaders is provided by the national organizations, which for this purpose in many cases call on the services given by specialized institutes for physical education, creative handicrafts, folk dancing, drama, etc.

The Government and the provincial and local authorities give financial support to both types of youth work.

The budget of the Ministry of Education, Arts and Sciences for 1962 includes the sum of fls 10,000,000 for this purpose.

The Ministry of Social Work also gives financial support to the clubhouses, especially for the social work in the families of the young people visiting these clubhouses.

The grants given by the Government amount to 60% of the operating costs of the national organizations and 40% of the operating costs of provincial organizations. At local level the Government gives grants to the clubhouses for maladjusted youth amounting to 40% of the operating costs. Local youth groups of the youth movements do not receive Government grants.

The local authorities give financial support to both the local groups of the youth movements and the clubhouses for maladjusted youth.

The grants are given without interference with the educational programme of the organizations.

Camps and hostels for social youth care

The Ministry of Education, Arts and Sciences runs camps and hostels for boys and girls who are in peril of going astray, show signs of maladjusted behaviour, or are in a condition preventing normal development.

However, the educational circumstances of these boys and girls must be such that a temporary stay outside the family is considered necessary. If a less drastic measure suffices, admission to a camp or hostel is not the appropriate means and will not be justified. Consequently the mere expectation that the boy or the girl will benefit from a stay in a camp or hostel is an insufficient motive for admitting them.

On the other hand the camp member should not be mentally disturbed in such a way that adjustment to the life of the group is considered impossible, and individual therapeutic treatment would be required.

Boys and girls are therefore selected with great care. They must be ready to put their own hands to the plough and must be capable of active cooperation.

Atmosphere and methods of this work are largely identical with those of the youth movement. The camps try to find new ways and means of attracting the young people of today and of giving more significance to their life. The work is continually brought into harmony with the needs and requirements of this youth. It is confronted regularly with the views of psychologists and sociologists concerning changing youth and social problems.

There are 29 camps and hostels, varying in duration of the camp period and the age and sex of the participants. They can accommodate about 1,300 young people.

Private organizations for special youth work in clubhouses may act as advisory bodies for these camps and hostels, which entails, among other things, that they advise the minister regarding the appointment of personnel, admission of participants, methods to be adopted, etc.

From 1 January, 1961, national organizations in the field of youth care will be able to run camps and hostels for social youth care on their own responsibility, with Government subsidy, for which Government regulations have been laid down.

Adult education

Within the broad field of education and training as a whole adult education is becoming more and more important as a means of aiding the further development of the adult. Most organizations in this field are the result of private initiative; they sprang from the needs of the various groupings in the Dutch community and therefore are often greatly differentiated in outlook and working methods. Since the activities of all the organizations concerned demand considerable funds, the Government gives a helping hand by way of an elaborate scheme of subsidies, thus stimulating this work and furthering coordination. In many instances the subsidies are granted to the national organizations, which distribute them among their affiliated institutions.

As a rule adult education is considered as social and cultural work for adults. It aims at contributing to the development of personality, thus enabling man to function as a responsible and independent member of society. Thinking along governmental lines, there are three sections to be distinguished: adult education proper, as carried out by numerous organizations for social and cultural work; public libraries and the promotion of their activities; and the section that occupies itself with folk culture and amateur activities in the field of art.

Adult education proper consists first of all of many and manifold extramural organizations, associations and institutions — such as the Society for Public Welfare, the Association of People's Universities, the Dutch Institute for Adult Education, organizations of trade unionists, of women, of farmers. All these organize courses and meetings for their members on all kinds of subjects in the broad field of adult education, thus totalling many thousands of courses a year for hundreds of thousands of members. The short-term residential colleges — like folk high schools and other educational centres of this type — bring together adults and also young people from the age of sixteen in courses ranging from a couple of days to four weeks or more. In programmes on adult education much emphasis is laid on group discussion and the various forms of creative expression. At least 50,000 people take part in about 1,700 courses every year.

Mention must also be made of the Netherlands Cultural Contact, a federative centre of organizations and associations concerned with adult education as a whole for discussion and consultation on all questions relating to the broad field of adult education. And the National Council for Regional Culture is another consultative body in which regional cultural councils and other regional organizations meet.

Public libraries and the promotion of their activities form another section of adult education. There are some 190 State-subsidized public libraries with

reading rooms, which loan about 20 million books annually. They are all members of one of the three national library organizations — general, Protestant and Catholic. Nowadays there is, with financial aid from the Government and provincial authorities, a strong stimulation of library activities in the rural districts. And mention must also be made of the several thousand small libraries which together lend out no less than 10 million books yearly.

Folk culture and amateur activities in the field of art are practised by many hundreds of thousands of people, young and old. For instance, 200,000 singers are organized in federated associations. There are a good hundred thousand brass and military band enthusiasts. The two largest associations for amateur dramatics together number about 2,000 affiliated clubs. In recent years much has been done to raise the level of amateur activities in music, dramatics, dancing and handicrafts by improving the repertoire, founding libraries and centres for study and documentation, organizing courses for leaders and appointing professionals as advisers, all with Government subsidies. Also, consultative bodies have come into being, some of which are recognized by the Minister of Education, Arts and Sciences. Thus, consultation has become possible in the four large sectors: music, dance, amateur dramatics and folk culture.

Leisure-time activities

In 1950 a department was set up at the Ministry of Education, Arts and Sciences, with the task of preparing measures to stimulate the right kind of leisure-time activities. This was occasioned by the now generally held view that leisure-time activities can make a valuable contribution towards a further development and formation of character and personality, towards finding a personal way of life and towards enriching personal spiritual life. With the increase in the number of hours of spare time — an increase which in recent years has been accelerated by the introduction of the 45-hour week — the authorities, too, are required to pay ever-growing attention to the way in which this greater amount of leisure is spent. To prepare a policy on this subject, the Minister of Education, Arts and Sciences commissioned the Central Statistical Bureau to make a survey of leisure-time activities during the winter of 1955/1956. This supplied valuable information on the number of hours available to different groups of persons and the very different ways in which this time was spent. The following information was obtained on the amount of spare time enjoyed by various groups of persons daily from 5.30 p.m. to midnight, and also on Saturdays from 12 noon to 5.30 p.m. and on Sundays from 8 a.m. to 5.30 p.m. Information was also obtained on the entirely different ways in which these groups of persons spent this spare time.

Of the above-mentioned 60.5 hours, an average of 24 hours (40 %) is spare time; with minor fluctuations this applies to all social groups. In almost all groups the women have less leisure time than the men, whilst the amount of spare time increases with age. The overall picture of the executive groups points neither to a leisure class nor to a timetable overburdened with obligations. The amount of spare time enjoyed by the workers (men) does not differ unfavourably from that of other groups. Per week eight hours (i.e. 34 % of leisure time) are spent out of doors; six hours a week, or 25 %, go on entertainment out of doors; one and a quarter hours a week, or 6 %, are spent in public houses, at the theatre or at sports events. Much of the leisure time available, viz. 16 hours a week, or 66 %, is spent indoors; 42 % of the spare time is spent on recreation indoors (half of this consisting of drinking tea and coffee and talking with relatives and friends). Recreation here does not include reading. Listening to the radio without doing anything else at the same time takes up one third of the time spent in recreation in the home, one third is devoted to social life, and one quarter goes on passive recreation. Workers and middle-class employees spend most of their time on active recreation. A noteworthy point is that young people have less spare time than adults, but on the other hand take more part in active recreation.

The Government was already giving financial support to leisure-time activities

by subsidizing the work of youth training, adult education, the provision of reading matter, physical training, sport and amateur art. Furthermore, for the first time a modest sum was placed on the 1961 budget to assist other forms of leisure-time activities, such as certain hobbies (collectors, radio 'hams', tape recorder enthusiasts).

Outdoor recreation

Since World War Two outdoor recreation has developed with surprising speed. This is illustrated by the number of campers, which was estimated at over one million for 1960. This phenomenon, which is also occurring in other countries, involves unique problems for the Netherlands. The marked growth in population in this country, and also its geographical location, which not only fosters trade but also creates a prominent holiday and recreational function with respect to the Netherlands and other European countries, impose a considerable strain on the limited space, which in any case is utilized more intensively in the Netherlands than in other countries.

Government policy is therefore to stimulate the planned creation of recreational facilities at a national, provincial and municipal level. This is done in two ways. The first is by consultation with the appropriate Government organizations (Watersstaat, the Land Improvement Service, the State Forestry Service, the Government Service for Supplementary Employment, etc.), who can often help to furnish recreational facilities as a part of their programmes. The second way is to give subsidies for these and other works which are of the nature of recreational facilities for the public benefit and of national importance (e.g. cycle paths, the dredging of recreational waters, laying out beaches as part of the Zuyder Zee and Delta works, opening up land for recreation, etc.).

Suggested further reading

Europe and Adult Education. Notes and Studies, No. 7, 1957, 12-14.

Jeunesse. Dans les pays de l'Union de l'Europe Occidentale, I.a. Londres, 1957, 203 p. (Pays-Bas pp. 87-129).

Youth in the Western European Union Countries, London, 1957, 160 pp. (Netherlands pp. 77-111).

Radio and television

Broadcasting began in the Netherlands in September 1919, the regular transmissions being the first in Europe.

On the basis of the Telegraph and Telephone Act of 1904 the prewar radio system developed into a versatile service provided by five amateur broadcasting organizations operating on a non-commercial basis. These are the AVRO (General Broadcasting Association), non-sectarian, non-political, 400,000 members, the KRO (Catholic Broadcasting System), over 500,000 members, the NCRV (Protestant Broadcasting Association), 400,000 members, the VARA (Socialist Broadcasting Association), more than 500,000 members, and the VPRO (Liberal Protestant Broadcasting System), with \pm 150,000 members.

At first these organizations operated independently of one another, but this was soon changed when two of the broadcasting systems, the KRO and the NCRV jointly built and operated a transmitter. Cooperation in the transmitting field was completed by the foundation in 1935 of the Netherlands Radio Transmitter Company (the Nozema), in which the State and the four large broadcasting organizations are represented, and which is charged with the operation of transmitters. Maintenance and administration of the transmitters, and engineering matters, are the responsibility of the Netherlands Post Office.

Programmes are provided by the five broadcasting organizations and a number of smaller organizations, which are chiefly active in the field of religion. The five broadcasting organizations work together in a corporation, the Netherlands Radio Union. The board of the Union consists of representatives of the broadcasting systems.

Cooperation is far advanced in the technical field in particular; there is one technical service which attends to the broadcasts. All the studios are pooled and are used by the various organizations. There is also a high degree of cooperation in the administrative and social fields.

The programmes are exclusively compiled by the broadcasting systems, which are autonomous in this respect.

The supervision which the State exercises over radio programmes is not a censorship. It is merely aimed at ensuring that broadcasts do not contain such material as might be considered to be at variance with the security of the State, with public order or with good morals. In the field of programmes, too, there is cooperation between the radio organizations in the sense that the broadcasts are coordinated to ensure a balanced day's programme.

The broadcasting service is financed from the proceeds of a radio tax or licence which amounts to twelve guilders per radio receiver per year.

On 1 January, 1960, the number of registered radio receivers was more than 2,600,000. Furthermore, on that date there were 490,000 subscribers to the

State-run Radio Relay Service, which provides radio programmes by cable. Subscribers are linked via a simple apparatus direct by cable to the headquarters at Rotterdam, which transmits the two Dutch programmes and two foreign ones. The advantage of this service is the reception, which is free from interference, the disadvantage the limited choice of programmes.

The Dutch home service possesses two high-power (national) AM transmitters at Lopik, on wavelengths of 402.1 metres and 297.9 metres, and three smaller AM (relief) low-power transmitters. A number of FM transmitters are also in operation. It is planned in the long run to cover the whole country with a network of these FM transmitters, which give better reception.

Programme breakdown

A survey follows of the way in which the four large broadcasting systems prepared their programmes in the years 1937, 1952, 1955 and 1959. The figures are taken from the annual reports of a number of the radio organizations for the years in question.

	AVRO				KRO				NCRV				VARA			
	1937	1952	1955	1959	1937	1952	1955	1959	1937	1952	1955	1959	1937	1952	1955	1959
I Serious music . .	18	18	22	23	18	26	23	24	32	37	39	35	9	21	18	17
II Light music . . .	57	50	47	45	52	33	33	32	27	24	22	29	65	42	47	53
III The spoken word	25	32	31	32	30	41	44	44	41	39	39	36	26	37	35	30
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Serious music:

symphony music, chamber music, recitals, opera and operatic concerts.

Light music:

orchestral music, dance music, musical entertainments, varied musical programmes, recitals, cabaret programmes, variety shows and operetta music.

The spoken word:

programmes for women, programmes for young people, religious broadcasts, programmes for the sick, talks, etc., on economics, social affairs, and foreign affairs, sport, outside broadcasts, plays and miscellaneous.

Government broadcasts

Under the provisions of section 9, first paragraph, of the Order of the Minister of Education, Arts and Sciences dated 15 January, 1947, the Government makes limited use of the radio. The State Information Service broadcasts a fifteen-minute programme every day except Sundays.

University of the Air

Back in 1931 a Ministerial Order dated 14 October gave air time of two hours every three weeks to the University of the Air (RVU). The aim of the RVU is to contribute towards adult education via the radio, without at the same time competing with existing extra-mural courses and organizations in that field. It tries to arouse interest by giving lectures which will stimulate the desire for greater knowledge.

Broadcasts for Schools

As early as 1928 school broadcasts began on a modest scale; they were initially organized by the AVRO and the NCRV. The AVRO terminated its broadcasts because there were a number of indications that the broadcasts were not being given the attention they deserved. Up to 1940 the NCRV continued to broadcast a half-hour programme every Monday afternoon in term-time. At that time opinions on the value of broadcasts for schools were somewhat varied. At the request of the Minister of Education, Arts and Sciences the Education Council reported in 1929 on the question of whether such broadcasts could be considered desirable and, if so, on what terms. The final conclusion of the Education Council in its 'Report on the use of the radio in schools' of 11 May, 1929, reads as follows: 'provided that the radio is used solely as a teaching aid, listening to radio broadcasts cannot be considered to present any objections as regards primary, secondary and preparatory university education, and as far as technical education is concerned may even be felt to be desirable'. Since the war, too, it has not been possible to speak of a unanimously favourable opinion about school broadcasts, although interest in these programmes is steadily growing. On 6 October, 1947, the NCRV resumed its series of school broadcasts which had been suspended on the outbreak of war. After the KRO had introduced elaborate, very well prepared broadcasts in 1948, a greater appreciation of the value of school broadcasts became noticeable. After a period in which non-sectarian education adopted an attitude of complete indifference towards school broadcasts, the AVRO, the VARA and the VPRO founded the Netherlands School Broadcasts Corporation. A survey follows of the broadcasts for schools given by the five radio organizations.

NCRV Every other Monday from 2.05 to 2.30 p.m.

Every other Monday alternating with the above programme, from 2.05 to 2.35 p.m.

KRO Tuesdays from 9.40 to 10.00 a.m.

Every other Tuesday from 2.05 to 2.35 p.m.

Every Thursday from 9.40 to 10.00 a.m.

Every other Friday, alternating with the programme on Tuesdays, from 9.40 to 10.05 a.m. and from 3.00 to 3.30 p.m.

AVRO Tuesdays from 2.40 to 3.00 p.m.

VARA Fridays from 9.40 to 10.00 a.m.

VPRO Wednesdays from 10.00 to 10.20 a.m.

World Broadcasting Service

Radio Nederland, the World Broadcasting Service, has a number of AM short wave transmitters, and broadcasts in Dutch, Afrikaans, Arabic, English, Indonesian and Spanish. Radio Nederland also supplies foreign radio stations with transcriptions of non-commercial texts.

Schedule of transmissions. Effective 6 November, 1960

Time(GMT)	Weekdays	Area served	Wavelengths (m)
06.00—07.00	Dutch	New Zealand	25.58 31.28
10.00—10.50	English	New Zealand, Australia	13.96 16.88
10.00—10.20	Dutch	Surinam	11.71 13.91
11.00—12.50	Dutch	New Guinea, Australia	11.71 13.96
11.30—11.50	Dutch	Netherlands Antilles	11.51 13.91
12.30—13.30	Indonesian	Indonesia	13.91 19.43 49.83
13.00—15.05	Dutch	S.E. Asia	13.96 19.71 49.83
14.00—14.50	English	Africa, S. Asia	11.71 19.43
15.00—15.50	Afrikaans	South Africa	11.71 13.91
16.00—17.50	Arabic	Middle East	19.71 25.58 49.83
18.00—19.50	Arabic	North Africa	25.58 31.28
30.15—21.05	Dutch	Africa, Europe	16.84 19.45 49.83
30.30—20.50 *)	Spanish	Spain, North Africa	31.28 49.79
21.15—22.05	Dutch	New Guinea, E. Australia	25.58 30.78
22.30—22.50 *)	English	North America, Europe	25.58 31.28 49.83
23.00—01.20	Dutch	Indonesia, W. Australia	25.58 30.78 49.83
23.30—00.20	Spanish	South America (S)	25.58 31.28 49.83
00.30—01.20	Spanish	South America (N)	19.43 25.42
01.30—03.20	Dutch	North America	30.88 49.30
01.30—02.20	English	North America	31.28 49.79
02.30—03.20 *)	Spanish	Central America	31.28 49.79

*) This transmission does not take place on Saturdays.

Wavelength: 25.42 25.52 25.58 30.78 30.88 31.28 49.30 49.79 49.83 m
Freq.: 11800 11755 11730 9745 9715 9590 6065 6025 6020 kc/s

Time(GMT)	Sundays Language	Area served	Wavelengths (m)								
06.00—07.00	Dutch	New Zealand	25.58	31.28							
08.30—10.20	Dutch	Africa, Far East	11.71	13.96	49.83						
10.30—12.00	Happy Stn	Far East, Europe	13.91	16.88	49.83						
11.00—12.50	Dutch	New Guinea, Australia	11.71	13.96							
12.30—13.30	Indonesian	Indonesia	13.91	19.43	49.83						
13.00—15.50	Dutch	S.E. Asia	13.96	19.71	49.83						
16.00—17.30	Happy Stn	India, Africa, Europe	13.91	13.96	49.83						
16.00—17.50	Arabic	Middle East	19.71	25.58							
18.00—19.50	Arabic	North Africa	25.58	31.28							
18.00—20.25	Dutch	Africa, Europe	16.84	19.45	49.83						
20.30—20.50	Dutch	New Guinea, E. Australia	25.58	30.78							
21.00—22.20	Dutch	North America	25.58	31.28							
21.00—22.30	Happy Stn	Spain, South America	19.45	25.10	49.83						
22.30—22.50	Dutch	Indonesia, W. Australia	25.58	30.78	49.83						
23.00—01.20	Dutch	South America, W. Indies	25.58	31.28	49.83						
01.30—03.55	Dutch	North America	30.88	49.30							
02.00—03.30	Happy Stn	North America	31.28	49.79							
Wavel.: Freq.:	11.51 26040	11.71 26610	13.91 21535	13.96 21480	16.84 17810	16.88 17775	19.43 15445	19.45 15425	19.71 15220	25.10 11950	m kc/s

Television

After years of preparation a start was made with television in 1951. Once an experimental period of two years had elapsed a more permanent form was selected for Dutch television. The number of transmission hours has been gradually increased and since 1 October, 1960, is 22 a week. Expansion is very gradual because television is an expensive affair for a small country, and the number of persons who are willing and able to appear before the cameras is limited.

In recent years the number of owners of television sets has grown fairly rapidly. At the beginning of 1958 the 250,000 mark was passed. On 1 January, 1960, the number of licensed television sets was nearly 600,000 and on 1 January, 1962, 1,040,000.

The organization of television broadcasts is in the hands of the five broadcasting organizations (see Radio), who collaborate in the Netherlands Television Corporation. Television is financed from the proceeds of a separate tax of fls 36 per year per TV set owned.

Programmes are broadcast by the transmitters at Lopik, Roermond, Smilde, Markelo and Goes. Main technical data:

	Transmitter Kw erp vision sound	Height of antenna	Vision carrier in mc/s	Sound carrier in mc/s
Lopik . . .	20 5	approx. 210 m	62.25	67.75
Roermond .	50 10	154 m	176.25	180.75
Smilde . . .	45 9	192 m	182.20	187.75
Markelo . .	30 6	154 m	189.25	194.75
Goes . . .	5 1	123 m	189.25	194.75

All television transmitters are the property of the NOZEMA Ltd (the Netherlands Radio Transmitter Company). In 1961 the height of the Lopik antenna will be increased to 350 m, and the power of the transmitter will be increased to 100 kW erp (vision) 20 kW erp (sound).

Suggested further reading
Broadcasting in the Netherlands. Netherlands Broadcasting Union. Hilversum, 1956.
48 pp., ill.

Compositeurs néerlandais. Published by Radio Nederland, Wereldomroep, Hilversum, 32 pp.

Daily papers

The reader

The Dutchman reads his paper at home. That is why 97% of the total number of copies circulated in the Netherlands are sold by subscription and delivered to the subscribers' homes. On January 1, 1961, the total circulation was 3,300,000. This habit of reading his paper at home characterizes the Dutchman as a quiet, balanced and above all constant reader. This is undoubtedly one of the chief reasons why there is no 'sensational press' in the Netherlands. Dutch journalists are less inclined to have recourse to the writing of cheap sensational stories than are their colleagues in countries where the street sales may vary greatly from day to day. It is not required by the exigencies of competition and, moreover, their readers are critical. Their paper is read by the whole family, including the children. All this does not mean, however, that Dutch newspaper are sedate publications in which the reader is given the news with the greatest circumspection. The Dutch press, too, has a commercial basis and it goes without saying that competition plays a major part. Since a large number of subscribers pay their subscriptions every week and consequently can cancel them weekly, it will be clear that considerable fluctuations may occur. The fact that the number of subscribers to the various papers is nevertheless fairly stable and all papers flourish in about the same way (with the exception of the Communist paper 'De Waarheid' — 'The Truth' — the sales of which have, especially in the last few years, greatly decreased) must therefore be attributed to the constancy of their readers. In other words, the Dutch newspapers, which differ so much in character from each other, satisfy the needs of their readers. The readers of a particular paper, however, need in no way profess the exact religious or political beliefs propagated by that newspaper. The Catholic papers' share in the joint newspaper circulation in the Netherlands corresponds roughly, however, to the number of votes cast for the Catholic People's Party, namely 25.6 % Catholic papers for 32.39 % Catholic votes. For the other groups these percentages are: Protestants: 8.5 % papers for 18.42 % votes; Socialists: 18.8 % papers for 29.92 % votes; Liberals: 4.9 % papers for 10.03 votes; Communists: 3 % papers for 2.93 % votes. This leaves 39.2 % for the non-denominational and non-political papers and 1.5 % for the small parties and those which failed to get sufficient votes to be represented in the States-General. These figures are based on the 1962 elections.

In the predominantly Catholic areas of the country the local papers are really all Catholic papers, but in the predominantly Protestant regions the greater part of the local papers are non-sectarian. From this it follows that the reader

prefers a local paper containing news of the local region to a paper which, while representing his religious or political beliefs, does not give him sufficient information on the events of his locality.

The newspaper industry

In the Netherlands there are 65 independent newspaper concerns, which together publish 131 newspapers. Among the latter there are many, however, which are regional editions of a larger paper. The Socialist paper 'Het Vrije Volk' — 'The Free People' — publishes ten regional editions, for instance. This development cannot be regarded as trivialization, however, because there is no question of series of different papers being concentrated under the control of one concern. For purposes of organization a number of papers have, however, decided to publish regional editions in addition to their main edition, because these regional editions can reach the readers in the region concerned more quickly and can give more local news.

The concerns are all limited liability companies, with two exceptions, which are foundations. As a rule the papers have separate commercial and editorial departments, in the sense that the management, in addition to being concerned with internal organization (dispatch of the papers, administration, etc.), is responsible for maintaining contact with the advertisers, whereas the editorial staff is responsible for the contents of the paper. It is customary for the management and the editors-in-chief to have regular confidential contacts. The editor-in-chief is usually appointed and discharged in consultation between management and directors, the editorial policy of the paper being taken into account. On many papers the chief editor has access to the Board of Directors. The concerns are combined in an Association called 'De Nederlandse Dagbladpers' — 'The Netherlands Daily Press' —, which in many matters of common interest represents the press and handles relations between the various papers. The journalists are organized in the 'Federation of Journalists', the central organ in which the Non-Sectarian, Catholic and Protestant Journalists' Circles are combined. Managers and journalists have concluded a Collective Employment Contract, regulating salaries and other conditions of employment.

Structure

There are twelve 'national' papers in the Netherlands, by which is meant papers printed in Amsterdam or Rotterdam and distributed all over the country. The other papers are referred to by the name of 'provincial press'. This does not imply, however, that all the national papers necessarily have a larger circulation than the provincial papers. Examples are the 'Haagsche Courant', a local Hague paper with 100,000 subscribers, and 'Algemeen Handelsblad', a national paper published in Amsterdam, which has 62,000 subscribers. The distinction, therefore, is based on geographical distribution and not on circulation.

Before the Second World War the national papers and a number of provincial papers had morning and evening editions. At present all papers have only one edition, which usually appears in the evening. The only morning papers are 'De Telegraaf' — 'The Telegraph', Amsterdam; 'De Volkskrant' — 'The People's Daily', Amsterdam and the 'Algemeen Dagblad' — 'General Daily', Rotterdam. A peculiar intermediate form is represented by the 'Nieuws van de Dag' — 'Daily News' — of Amsterdam, which is published as an evening paper in Amsterdam and as a morning paper in the country. The morning papers taken together represent 13 to 15% of the joint newspaper circulation in the Netherlands. The twelve national papers are listed below, together with their place of publication, their religious or political affiliation and their approximate circulation (1960):

'Het Vrije Volk' — 'The Free People', Amsterdam (Socialist)	325,000
'De Telegraaf' — 'The Telegraph', Amsterdam (Independent)	214,000
'Het Parool' — 'The Watchword', Amsterdam (Socialist)	163,000
'De Volkskrant' — 'The People's Daily', Amsterdam (Roman Catholic)	166,000
'Algemeen Dagblad' — 'General Daily', Rotterdam (Liberal)	120,000
'Trouw' — 'Loyalty', Amsterdam (Protestant)	105,000
'Nieuws van de Dag' — 'Daily News', Amsterdam (Independent)	92,000
'De Tijd/De Maasbode' — 'The Time/The Messenger of the Meuse', Amsterdam (Roman Catholic)	115,000
'Algemeen Handelsblad' — 'General Commercial Daily', Amsterdam (Liberal)	62,000
'Nieuwe Rotterdamse Courant' — 'New Rotterdam Daily', Rotterdam, (Liberal)	52,000
'De Waarheid' — 'The Truth', Amsterdam (Communist) ¹⁾	38,000

The Supply of News

In the Netherlands the provincial papers are no less up to date than the national ones, in the first place owing to the national teleprinter network of the 'Algemeen Nederlands Persbureau' (A.N.P.) — 'General Netherlands Press Agency' — an organization in which all Netherlands daily papers cooperate and which supplies all the papers with news for 23 hours a day. Moreover groups of provincial papers share correspondents in the key news centres, so that in this respect, too, they are not inferior to the national dailies. It goes without saying that in the columns of the provincial papers local matters play an important part. In general it may be said that, as far as local news is concerned, the provincial paper gives the reader exactly what he wants and as far as world news is concerned, almost exactly what he wants. More highly

educated readers and those in leading positions will, however, usually read a national paper for the more general and comprehensive national news and for articles on cultural and economic subjects.

The teleprinter network of the A.N.P. has been in operation since 1936. The Agency has a great many correspondents all over the country and, under an exchange agreement with a number of foreign news agencies, the A.N.P. is also the agency supplying most of the foreign news. On the initiative of the A.N.P. the '1939 Group' was created. This is a combination of the national news agencies of the Netherlands, Belgium, Norway, Sweden, Denmark, Finland and Switzerland, in which they make their news available to each other free of charge. Of the large international news agencies, Associated Press, United Press, Reuter's and Agence France Presse have their own offices or correspondents in the Netherlands, as have also a number of smaller national agencies.

Legal Status

Since 1848 there has been complete freedom of the press in the Netherlands. That year an article (Article 7) was inserted in the Constitution reading: 'No person shall require previous permission to publish ideas or sentiments by means of the press, without prejudice to every person's responsibility before the law'.

Under the protection of this article every journalist may publish his news and comments. But, like any other citizen, he remains accountable to the law. Experience has shown that this system affords sufficient guarantees against insults, libel, etc. The protection of sources of information of journalists and the right to reply are not recognized by Netherlands law. Needless to say, in 1940 the freedom of the press was suppressed along with national freedom when the Netherlands fell a victim to Nazi oppression. A number of decrees and regulations rendered free journalism impossible. Side by side with the papers that had all been made into mouthpieces of Nazi propaganda an impressive underground press developed which, during the last stages of the war, was far superior, both technically and journalistically, to the official papers. Some of the approx. 1,200 underground papers which appeared in the Netherlands between 1940 and 1945 still exist today as daily papers or weeklies. Immediately after the War the freedom of the press was to some extent curtailed by a number of decrees, which were directed against those papers that had collaborated in one way or the other with the enemy. After these decrees had been abrogated the pre-war situation was in fact restored.

History

The Netherlands press has a very long history. When a large collection of old Netherlands papers was found in the Royal Library at Stockholm shortly be-

fore the Second World War it could be established that at any rate as early as 1618 printed newspapers were regularly published in the city of Amsterdam. It is an established fact that two different weekly papers were regularly published in Amsterdam before 1620. They were 'Courante uyt Italien, Duytschlandt Ec.' — 'News from Italy, Germany, etc.' — and 'Tydinghe uyt Verscheyde Quartieren' — 'Tidings from Different Quarters'. The publishers were Caspar van Hilten and Broer Jansz. respectively. In seventeenth-century Europe Amsterdam developed into the leading news centre in Europe, thanks to its commercial and political relations with all the well-known countries of the world of those days. As a result of this the Amsterdam newspaper printers decided as early as 1620 to add French and English editions to their papers, so that the first French and English newspapers ever to be printed were published in the Netherlands.

After a stormy development ten different papers were published weekly in Amsterdam alone in the year 1645. After that date the number of papers published gradually decreased, as a result of intervention by the municipal authorities. At the beginning of the eighteenth century only one paper, the 'Amsterdamsche Courant' — 'Amsterdam Paper' — was left of this flourishing newspaper industry. This paper was owned and controlled entirely by the authorities. In the meantime publishers of newspapers had also set up business in other towns of the Netherlands. Even before 1630 Arnhem and Delft had newspapers of their own and The Hague, Haarlem, Rotterdam and Leyden soon followed suit. The 'Opregte Haarlemsche Courant' — 'Sincere Haarlem Paper' — was regarded for many years as a newspaper of high quality and was read all over Europe. French papers continued to flow in large number from the Netherlands printing-presses. Countless periodicals and pamphlets emanating from the French opposition and from French émigrés who had settled in the Netherlands were printed in that country. As a result, one of the grievances summed up by Louis XIV in his declaration of war in 1672 was the many pamphlets and periodicals directed against His Majesty that had been printed in the Netherlands. Of the eighteenth-century newspapers published in French, the 'Nouvelles Extraordinaires de Divers Endroits', or simply the 'Gazette de Leyde', published by the Luzac family, was by far the most superior. This paper may be counted among the most important European papers of those days and it is an interesting source for the history of the American War of Independence in particular. Until shortly before the establishment of the Batavian Republic (1795) the development of the press had become bogged down in the quagmire of insipid local papers containing merely news. By the end of the eighteenth century, however, the newspapers began more and more to reflect certain policies and did not contain only news. In 1796 they were even promised complete freedom in the first Constitution.

'The Freedom of the Press is sacred', stated that Constitution. But little was ever seen of this freedom; instead there eventually came the rigorous press

laws of Napoleon. Under the enlightened absolutism of King William I newspapers in the northern Netherlands vegetated, whereas those in what is now Belgium were preparing the revolt of 1830 with much verve and zest. As is usual in such circumstances, exceptive laws and prosecutions had an effect opposite to that intended.

In 1848 at last the freedom of the press was a reality, but the oppressive newspaper duty had not yet been abolished. That is why for many the right of freedom of the press was a very expensive one. When, however, this last impediment had been removed there was nothing left to hamper the development of the modern large-scale press. The high-speed printing-press, cheap newsprint, the typesetting machine and later on the rotary press were introduced, and in the year 1900, after the Socialist paper 'Het Volk' — 'The People' — had been founded, every important political and religious group in the Netherlands had its own paper. Thus grew the modern Dutch press as we know it today.

Suggested further reading

Meineider, M. The Netherlands Press Today. Leyden, E. J. Brill, 1951, 47 pp.

The arts

Introduction

'Art is not the Government's business. The Government is not a judge of the arts and sciences', said J. R. Thorbecke, the Prime Minister, on 20th November 1862, in the Second Chamber of the States General. This statement, made by one of the most able and renowned Dutch statesmen of the nineteenth century is still one of the principles on which the relations between the Government and the arts are based in the Netherlands. Since Thorbecke's days the idea has prevailed that it is the Government's task to stimulate the arts and promote their appreciation.

Now, as then, the Government does not wish to be a judge of artistic value. Before World War Two several experts and advisory bodies assisted the Government in dealing with matters relating to its encouragement of the arts. But after World War Two other circumstances and new ideas called for a considerable extension of the Government's concern with the arts, and the time was considered ripe for the foundation, in 1947, of a *Provisional Arts Council*, consisting of well-known artists and other experts, to act as a general advisory body to the Government in matters concerning the arts. The Council was officially established by Royal Decree of 28th May, 1947. After a few years' experience with the Provisional Council a bill was passed, in 1955, for the purpose of making the Provisional Arts Council a permanent body. The Act states that the Council is the Government's official adviser and that it is to be consulted on all important matters concerning the arts, insofar as these matters require the Government's attention. The Council can also put its own proposals before the Government. The constitution of the Permanent Council, which was established on 6th July, 1956, is different from that of the Provisional Council: the majority of its members are artists, most of them put forward for membership of the Council by professional organizations of artists, which are a powerful feature of Netherlands artistic life. The Council is subdivided into branches for the various provinces of the arts.

Care for the arts is under the Arts Department of the Ministry of Education with sub-departments for the various arts. The budgets for this department give a fair idea of what is meant by 'encouragement of the arts'.

The Government considers it a duty to promote a better understanding of Dutch art abroad and vice versa. Under the heading '*International artistic exchange*' the budget for 1960 therefore shows that an amount of about fls 300,000 is available for subsidies and other payments for concerts, exhibitions and other artistic events of an international character. A large part of this sum is used for the Holland Festival, an important event which takes place during

the summer months and which is run by a special organization, with assistance from the Government and some of the larger municipalities. In addition to this, there is considerable interchange in artistic activities with a number of countries with which cultural agreements have been concluded. An important expression of the Government's efforts in this respect is the *propagation of the arts* throughout the country and among all groups and classes of the population. The aim is for performances to be given by orchestras, theatrical companies and opera groups not only in the larger towns, but also in many of the smaller municipalities where the Government supports the initiative of local and regional organizations for the promotion of appreciation of the arts. Nowadays the visual arts also get a chance to penetrate into the remoter areas, and for the past four years, for instance, an exhibition of young artists' paintings which changes its exhibits periodically has been travelling all over the country.

Artistic education of the younger generation

The artistic education of the younger generation receives the Government's keenest attention, both inside and outside the schools.

Theatrical performances, concerts and exhibitions of original works of art as well as reproductions are organized to improve the adolescent's interest in art. Some of the ballet and dramatic companies cater specially for the younger generation. All this is in the hands of private enterprise, but is assisted by Government subsidies. The budget also has a heading '*Fees and other personal grants for artists*'. The sum of fls 275,000 was set aside for this purpose in 1957. This amount is used for the payment of extra allowances to artists of merit who are living in straitened financial circumstances.

There are a number of institutions for the *training of artists*. The Royal Conservatoire of Music has its seat in The Hague; important conservatoires, which are run with the aid of substantial grants from the Government and municipalities, are established at Amsterdam (2), Rotterdam, Utrecht, Tilburg and Maastricht. Arrangements were also made for subsidies to be granted to the smaller schools of music. Musicians who have not had a complete training at one of the officially recognized conservatoires can take an extramural 'State Examination' which is on a par with the final examination of the official conservatoires. An official ballet course has recently been made available at The Hague under the auspices of the Royal Conservatoire.

Training for the stage is given at three drama schools, at Amsterdam, Maastricht and Arnhem; the Government and the municipalities concerned cooperate in maintaining these establishments.

There are two academies for the visual arts, the State Academy at Amsterdam and the Catholic 'Jan van Eyck' Academy at Maastricht. The latter is financed by the Government, the provincial authorities and the municipality of Maas-

tricht. The Government also subsidizes eleven secondary schools for arts and crafts which are situated at Amsterdam, Rotterdam, The Hague, Utrecht, Breda, 's-Hertogenbosch, Eindhoven, Maastricht, Arnhem, Enschede and Groningen. Students who are not in a position to pay for their art studies can obtain scholarships or loans free of interest.

Concert performances are made possible to a large extent by the Philharmonic Orchestras which have been founded in various towns. These orchestras are financed by Government subsidies, financial aid from the local and other municipalities and subsidies from the municipal authorities. The rates of pay for the members of the orchestras are laid down by the Government and guaranteed by it. The Philharmonic Orchestras which are supported in this way are the Amsterdam 'Concertgebouw Orkest', the 'Residentie Orkest' of The Hague, the 'Rotterdam Philharmonisch Orkest', the 'Brabant Orkest', the 'Limburgs Symphonieorkest', the 'Utrechts Stedelijk Orkest', the 'Noord-Hollands Philharmonisch Orkest' at Haarlem, the 'Groninger Orkestvereniging', the 'Gelders Orkest' at Arnhem, the 'Overijssels Philharmonisch Orkest' at Enschede and the 'Fryske Orkest' at Leeuwarden. In the 1960 budget the Government earmarked 3½ million guilders for the support of the orchestras, and further amounts are also available for young musicians, chamber music ensembles, etc. Some years ago the 'Nederlands Kamerorkest' was founded in The Hague with the support of the Government and the municipality; this orchestra has quickly established a name for itself both at home and abroad.

The government also helps in the promotion of *vocal art*. The Netherlands Chamber Choir (Nederlands Kamerkoor) receives state aid and, furthermore, the Federation of Netherlands Choral Societies (Federatie van Nederlandse Zangersbonden) has an annual subsidy for the improvement of the technical and artistic level of the member choirs and individual amateur singers. This also applies to the four regional federations of *brass bands*, which have a combined membership of 1,700 bands.

The 'Donemus' foundation publishes the work of Dutch composers and thus helps to spread the knowledge of Dutch music. The foundation receives a Government subsidy for this purpose. All Dutch composers of serious as well as of light music are members of the Performing Rights Bureau, which collects the prescribed copyright fees.

The most important *operatic* company is the 'Nederlandse Opera'. During the last few years this company has shown remarkable development. It is subsidized by the Government (about fls 1,000,000 for 1960) and by some of the larger towns. There are also some minor opera groups which specialize in operatic work for provincial towns; the best known of these companies is the 'Forum', which was started in the east of the country in 1955 with support from the Government and from some of the municipalities.

Ballet cannot boast of an age-old tradition in the Netherlands. Still, the development certainly shows an upward trend, both as regards the level of the art

of the ballet itself and the interest shown in it. The Netherlands Ballet, which was founded in The Hague in 1964, will receive a subsidy of fls 260,000 for 1960 and also financial aid from the municipality of The Hague.

The Government, provincial authorities and municipalities together subsidize the *theatrical companies*, the most important of which are established at Amsterdam (Nederlandse Comedie), the Hague (Haagse Comedie), Rotterdam (Rotterdams Toneel), Arnhem (Toneelgroep 'Theater') and Eindhoven (Toneelgroep Ensemble). The national budget for 1960 shows about fls 1,750,000 for subsidies to the various theatrical companies. Mention should also be made of the 'Vereniging van Nederlandse Toneelgezelschappen', in which all the country's theatrical companies are represented and which serves to make agreements regarding the organization of the theatre, actors' contracts, working conditions, etc.

In the field of *literature* the Government's interest is expressed in prizes given for competitions, in travel grants and in commissioned works of various kinds. A literary museum was founded at The Hague some years ago.

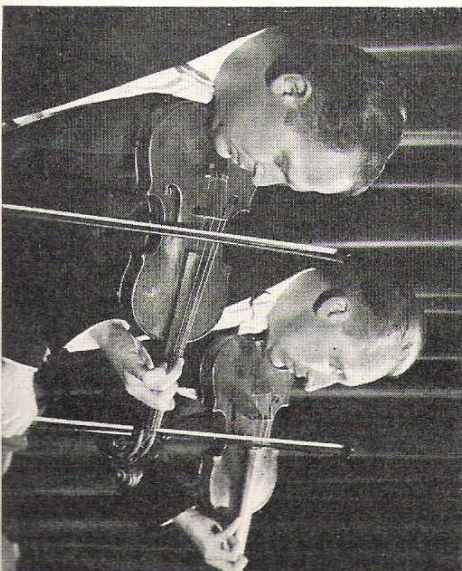
As the area in which the Dutch language is spoken is very limited, the literature of the Netherlands does not receive the attention which it deserves. In order to remedy this, a society for the promotion of the translation of Netherlands literary works was founded some years ago with the aid of the Government. The society furnishes sample translations and synopses, and promotes contracts with foreign publishers and literary agents.

Four Dutch soloists of international fame:

Henkemaans: pianist

Herman Krebbers and Theo Olof: violinists

Gré Brouwer: opera singer



The amounts available for the purchase of *contemporary* works of visual art have rapidly increased. Pre-war budgets showed that about fls 10,000 a year were available for this purpose; in the years after 1945 the amount allocated each year was in the region of fls 50,000 to 60,000. Since 1953 this figure has mounted quickly and in 1955 the sum of fls 235,000 was earmarked in the budget for the purchase of contemporary works of visual art. Special advisory committees assist the Government in decisions regarding the purchase of works of art. The members of the committee are appointed on the advice of the Arts Council.

Moreover, it should be mentioned that 1.5% of the total cost of an important public building and 1% of the construction cost of schools may be spent for decorative purposes. In this way considerable amounts are available for commissioned work by sculptors and similar artists. All this has become increasingly important because of the fact that present-day circumstances have considerably reduced the private purchase of works of art and that most artists have great difficulty in finding a market for their work. If the Government, by taking over the function of the one-time private collectors, leads the way as a buyer of works of art, it will be followed by commerce and industry. In this respect the 'Art and Commerce' society performs a very important task as an intermediary between the artists and the industrial world. The society does not receive any Government grants.

The organization known as 'Good Living' receives financial support from the Government and, by means of showrooms, exhibitions and the publication of a monthly magazine, actively propagates the use of appropriate contemporary furniture. The Netherlands Art Foundation uses its Government subsidy for the organization of exhibitions, for instance in factory canteens, in order to introduce fine art to large groups of the population.

The above is only a brief summary of the various ways in which the Dutch authorities, and especially the Government, support the arts. And it is self-evident that so short an outline cannot give a complete picture of the relation between the arts and the Dutch authorities. Still, it will be clear that all the activities in this field can never aim at more than the promotion of a favourable climate in which the arts can thrive. The final development is entirely in the hands of the artists themselves.

Care of Historic Buildings

Government interest in the care of historic monuments in the Netherlands dates back only about 85 years, to 1875, when a Department of Arts and Sciences was established at the Ministry of the Interior.

Gradually the need arose for a survey of what remained of legacies from past periods of culture. To meet this requirement a Commission was established in 1903, which was given the task of compiling an inventory and a description of

the country's historic and artistic monuments. As a result of the work of this Commission we now have at our disposal the Preliminary List of Netherlands Historic and Artistic Monuments, which still forms the basis of all Government activity in the fields of the care and preservation of monuments. This Commission was replaced in 1918 by the State Commission for the Care of Monuments, which continued the activities of its predecessor and, in addition, received the task from the Minister of Education, Arts and Sciences (to whose sphere of responsibility the care of monuments had meanwhile been transferred) of advising on their preservation and restoration.

Later, in 1946, the Preliminary Council for Monuments was established, subdivided into five departments:

- I. State Commission for Archaeological Investigation of the Soil;
- II. State Commission for Care of Monuments;
- III. State Commission for the Museums;
- IV. State Commission for the Documentation of Monuments;
- V. State Commission for the Protection of Monuments against war hazards.

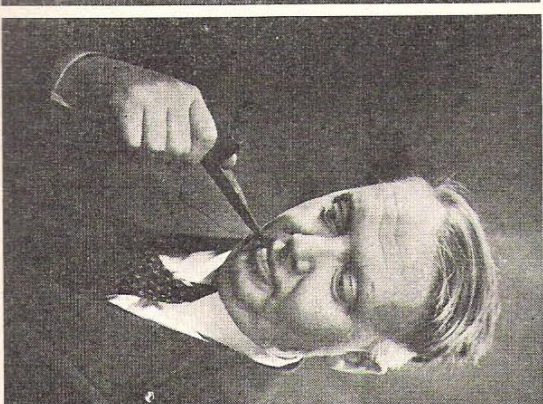
The Organization for the Care of Monuments does not confine its activities to the maintenance of old buildings in good condition. Its activities also extend to relics from the past which may be found in the soil. The actual digging and

Dutch composers:

Buildings (born 1917)

Hendrik Andriessen (born 1892)

Ton de Leeuw (born 1922)



examinations are carried out by and under the direction of the State Service for Archaeological Investigation of the Soil (headquarters: 2, Kleine Haag, Amersfoort). The annual reports of this Service comprise a scientific documentation of the results of archaeological investigation in the Netherlands. Apart from the State Service, archaeological investigations are carried out by some universities and by a number of private, national or local societies, which receive a subsidy from the State for their activities.

For the sake of clarity, it should here be stated that monuments in the Netherlands are only in exceptional cases the property of the State; town halls, city gates, and in many cases church towers too, are the property of the different municipalities; and the great majority of monuments belong to private persons, church organizations or similar bodies. The result of this is that the restoration of monuments is carried out by private architects in accordance with the free choice of the owner, though with the approval of the Minister of Education, Art and Sciences. Supervision of the preparation and the execution of restoration work is exercised by the State Service for the Care of Monuments, provided for this purpose with a staff schooled in building technology and the history of art. The Minister of Education, Arts and Sciences derives his powers in respect of monuments from the Provisional Care of Monuments Act (Bulletin of Acts, Orders and Decrees K23), which lays down that it is forbidden to demolish or to alter without permission from the Minister of Education, Arts and Science immovable properties entered in the Preliminary List of Netherlands Historical and Artistic Monuments. This Act, as its title indicates, is of a temporary character. A definitive Act in relation to monuments is in preparation.

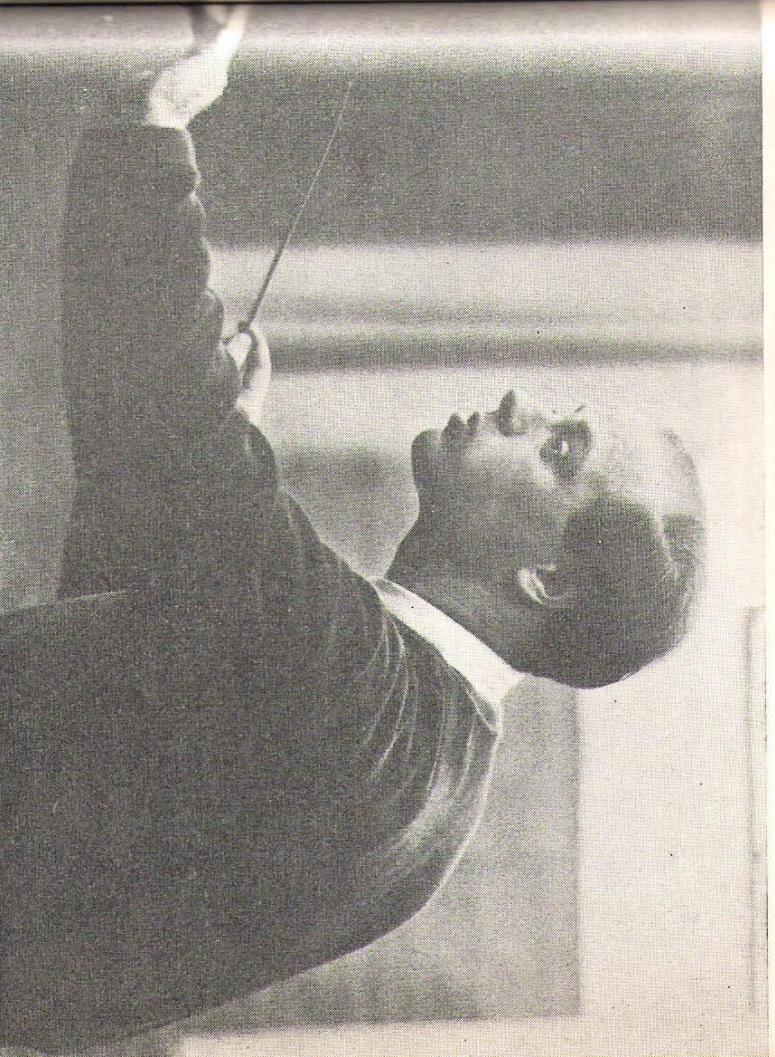
Since experience has shown that the owners of monuments are not in a position to take upon themselves the whole and usually very high costs of restoration subsidies are provided by the State, the provinces and the municipalities.

The State subsidies vary from 40% to 60%; the provincial and municipal subsidies from 10% to 15%. Thus 25% to 50% of the cost of restoration is for the account of the owner. The extent of the subsidy depends on the importance of the monument and the financial position of the owner.

The State budget provides an annual sum of 10 million guilders for subsidy in aid of the maintenance of monuments. Besides this, there is a separate provision for the reconstruction of war-damaged monuments.

There is also a department of the State Service for the Care of Monuments which is concerned with the scientific description of historic buildings and the works of art found therein. Nine sections of this illustrated description of Netherlands Monuments of History and Art have appeared so far; further instalments are in preparation. This Department, incidentally, has also published the Art Guide-Book to the Netherlands, which sets out in brief in four small handy volumes, arranged by provinces, the principal monuments and a number of interesting facts.

Finally, attention should be drawn to the Guide to Dutch Art. This book,



Bernard Haitink, resident conductor of the Concertgebouw Orchestra, Amsterdam

which a French edition will soon be appearing, presents a concise introduction to Netherlands architecture, painting, sculpture and handicrafts as well as a survey of the principal museums and a concise bibliography and also contains maps of the principal towns and of all the provinces, with an indication of their outstanding monuments.

No survey of the care devoted to monuments in the Netherlands would be complete without mention of a number of private societies which perform important services, each on its own special territory.

Museums and Archives

Like other countries, the Netherlands has in recent times arrived at a new appreciation of the intense and many-sided usefulness of museums and kindred institutions. They are no longer regarded as mere storage places for the largest

possible number of objects of art and science, nor as institutions used solely in the pursuit of specialized studies, nor yet as holy places where only connoisseurs and those who want to pass as connoisseurs can find interest and enjoyment.

They have not been vulgarized. Nothing has been done to jeopardize the character as artistic or scientific institutions, nor has there been any diminution of aesthetic standards in the display of their treasures. But under the impetus of a steady growth in public interest they have been subjected to a process of reorganization and clarification — they have been, if the term may be permitted, rejuvenated by means of rearrangements of their exhibits in a way calculated to make progressive understanding easier.

Most of this modernizing work has been done since the war, in response to the intensification of popular interest in the nation's heritage of artistic and scientific treasures. At the same time, incidentally, a great deal of work has also been done in the way of restoration and rebuilding.

In the past, the most important art museums were to be found mainly in the large population centres in the west of the Netherlands. But now others, and particularly those in such provincial capitals as Groningen, Leeuwarden, Arnhem and Maastricht, also call for serious attention. The Government is doing all it can to stimulate the spread of artistic culture by providing objects of art on loan and by the grant of subsidies to a number of privately owned museums in different parts of the country.

The following is a list of the museums generally looked upon as the most important:

1. *The Amsterdam Rijksmuseum*, which consists of five sections:
 - a. A collection of paintings, the nucleus of which came from the Stadtholders' Palaces and which has been augmented by gifts, loans and legacies as well as purchases. Prominent among the legacies are those from the Drucker-Fraser collection, from Bredius, Deterding and Edw. vom Rath. Many of the purchases have been made with the assistance of the Rembrandt Foundation, founded in 1883.
 - b. The sculpture and arts and crafts section, the growth of which has followed more or less the same lines as the collection of paintings. This section has been completely rearranged and modernized since the war.
 - c. The historical section, compiled from exhibits which in other collections of the museum called for obvious classification as historical.
 - d. The 'Prentenkabinet' (Prints Gallery) of 15,000 drawings and 800,000 prints by Dutch and foreign artists, from the 15th century up to the present.
 - e. The Library, consisting of works of historic art in the widest sense particularly of early Christian art periods.

Since 1952 the Rijksmuseum has also housed the Museum of Asian Art (owned by the Association of Friends of Asian Art), in the lay-out and subsequent extension of which particular care has been devoted to aesthetic values.

2. *The Municipal Museum of Amsterdam*, which contains mainly paintings of the second half of the 19th century, including works by Van Gogh.
3. *The Netherlands Historical Maritime Museum at Amsterdam.*
4. *The Tropical Museum at Amsterdam.*
5. *The Zoological Museum at Amsterdam.*
6. *The Mauritshuis at The Hague*, also originating from the picture galleries of the Stadtholders. It contains a collection of 17th century Dutch masters which in importance, if not in size, can stand comparison with that of the Amsterdam Rijksmuseum.
7. *The Municipal Museum of The Hague*, housing antiques and works by artists of the town; 19th and 20th century paintings, sculpture and arts and crafts; also specimens of Delft pottery; musical instruments and prints.
8. *The Royal Gallery Coins Cabinet at The Hague*, displaying coins, medals and cut stones.
9. *The Boymans-van Beuningen Museum at Rotterdam*, which houses old and modern paintings, sculptures, drawings, engravings and art and craft works.
10. *The Prins Hendrik Maritime Museum at Amsterdam.*
11. *The Museum of Ethnology at Rotterdam.*
12. *The Frans Hals Museum at Haarlem*, renowned for its 16th and 17th century pictures by Haarlem masters and especially Frans Hals' pictures of the Civic Guards.
13. *'De Lakenhal' Municipal Museum at Leyden*, containing antiques concerning Leyden and paintings by Leyden masters.
14. *The Leyden Rijksmuseum of Antiquities*, embracing sections of prehistoric objects from Holland, Egypt, Greece, Rome and ancient Europe up to about the tenth century of the Christian era.
15. *The Leyden Rijksmuseum of Ethnology*, with sections for Indonesia, New Guinea, Polynesia, Asia, Africa and America.
16. *The Leyden Rijksmuseum of Natural History*, with collections of systematic zoology.
17. *The Leyden Rijksmuseum of Geology and Mineralogy.*
18. *The State Herbarium at Leyden.*
19. *The Leyden Rijksmuseum of the History of Natural Science.*
20. *The Central Museum at Utrecht*, which, apart from collections concerning the town, also houses sculptures, paintings, arts and crafts objects, and

costumes and historical pieces from the collection of the Archbishop's Museum.

21. The Kröller-Müller Rijksmuseum at Otterloo, displaying paintings and sculpture demonstrating the evolution of art from the realism of about 1860, through impressionism, divisionism and cubism to abstractionism — with a main group of 264 works by Van Gogh.

22. The Netherlands Open Air Museum at Arnhem, (Rijksmuseum for Folklore), in which are assembled memorials and monuments of the national culture and the Dutch way of life. Among its exhibits are a specimen farmstead, mills, and examples of handicraft and folklore.

23. The Municipal Museum at Arnhem, with three sections:
 - a. old and modern paintings, sculptures and arts and crafts,
 - b. picture gallery,
 - c. historical museum for Gelderland.

24. The G. M. Kam Rijksmuseum at Nijmegen, with historical objects from prehistoric to Frankish times, found in and around Nijmegen.

25. The Twenthe Rijksmuseum at Enschede, with paintings and tapestries.

26. The Zuiderzee Rijksmuseum at Enkhuizen, displaying objects (including ships) connected with the former Zuyder Zee and neighbouring areas.

27. The Municipal van Abbe Museum at Eindhoven, with mainly modern and old paintings.

26. The Limburg Provincial 'Bonnefanten' Museum of art and antiquities at Maastricht.

27. The Museum of antiquities of the province and city of Groningen.

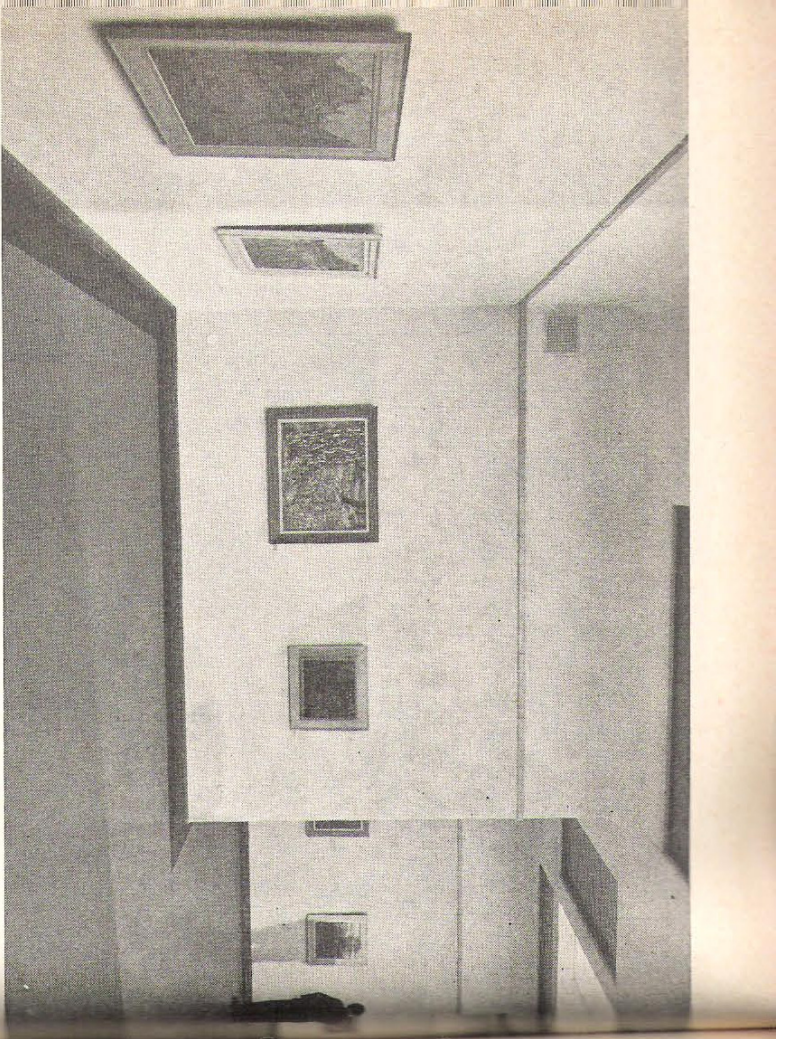
28. The Frisian Museum at Leeuwarden.

The names and locations of other, smaller, museums and private collections can be found in 'De Nederlandse Musea', published under the authority of the Ministry of Education, Arts and Sciences.

Two governmental offices at The Hague are closely connected with the museums: a. the Office of the State Inspector for Movable Monuments at 3, Kazernestraat, which may be looked upon as the headquarters of all museum affairs in the Netherlands. It controls the distribution all over the country of art treasures belonging to the nation and grants the temporary loan, for representational purposes or to supplement existing collections, of such treasures to official and semi-official institutions insofar as they do not already form part of the collections of the Rijksmuseums; b. the Government Bureau for Art-History Documentation, at Korte Vijverberg 7, which has a great store of data, particularly on the Dutch and Flemish schools of painting, compiled from books and catalogues received on loan, or as gifts and legacies. The section on iconography, which used to form part of the Bureau's responsibilities, has been



A Rembrandt etching: "The Birth of Jesus"



The Van Gogh collection in the Kröller-Müller Museum at Otterloo (province of Gelderland)

transferred to the Central Bureau for Genealogy at 18, Nassaulaan, where all the State genealogical collections are housed.

Science libraries on the subject of the Humanities are found in the Universities of Leyden, Utrecht, Groningen and Amsterdam, and at the Technological University of Delft, the Agricultural University of Wageningen and the Institute of Economics at Tilburg. But the Royal Library at The Hague, with its central catalogue and exchange bureau, may be regarded as the centre of Holland's libraries. Other science libraries are to be found in some provincial capitals, such as 's-Hertogenbosch, Leeuwarden, Middelburg and Maastricht.

The International Institute of Social History at Amsterdam not only has an important library on subjects within its direct scope, but also houses a large and most important collection of letters and other handwritten documents by people well known from the social evolution of the last century (for instance the Marx-Engels archives); the 'Netherlands Economic Historical Archive' Institute has its library in Amsterdam and its collection of old trade archives at The Hague.

When records and documents belonging to the State are no longer regularly needed by the administration itself (and after superfluous documents have been destroyed) they are transferred to Government and municipal record offices, where they can be consulted by the public as well as Government officials.

The old archives of Government organizations with functions concerning the whole country or the Province of South Holland are kept at the General Government Records Office at The Hague. Government Records Offices also exist in the other ten provincial capitals for the storage of provincial archives and those of the Government organizations of each province.

The building of the General Government Records Office also houses the office of the Government Commission for Dutch national history. This Commission's main task is the collection and publication of all sources of information concerning the nation's history, published under the title of *Historical Publications by the Government*.

Suggested further reading

- Anthology, Modern Dutch Poetry. An of. Rome, 21 pp.*
- Braam, F. A. van. *Art Treasures in the Benelux Countries*. Deventer, 1958. Vol. I. The Netherlands, XVI, 635 pp., 128 pp. ill.
- Brachin, P. *Etudes de la littérature néerlandaise*. Groningen, Wolters, 1955, 123 pp.
- Boost, C. *Film. Dutch Art Today*. Amsterdam, Contact, 1957, 100 pp. ill.
- Broek, J. M. van den. *Architecture contemporaine aux Pays-Bas*. Union internationale des architectes, 1953, No. 8.
- Jubois, P. H. *Literature. Dutch Art Today*. Amsterdam, Contact, 1956, 94 pp., ill.
- Rinde Boas, M. van. *Dutch Sculpture Today*. The Studio, 1958. No. 783 (June).
- Rinde Boas, M. van. *Recent Trends in Dutch Painting*. The Studio, Jan. 1958.
- Gruyter, W. J. de. *L'Art graphique. L'art néerlandais d'aujourd'hui*. Amsterdam, Contact, 1952, 87 pp., ill.
- Guide to Dutch Art*. Compiled by H. E. van Gelder, 2nd rev. ed. The Hague, 1953. Government Printing and Publishing Office, 259 pp., ill.
- Muusses, M. A. *Hollands Literatuurhistoria*. Stockholm, 1947, 222 pp.
- Hollande Lyrique*. La. Amsterdam, 1954, 74 pp.
- National Music Centres Meeting*. Amsterdam, Donemus, 1958.
- Organization of the Theatre in Holland*. The Times, 14.4.1958.
- Pos, W. P. *Theatre, Dutch Art Today*. Amsterdam, Contact, 1957, 87 pp., ill.
- Sonorum Speculum*. Amsterdam, Donemus, Summer 1958, 32 pp., ill.
- Reeser, E. and W. Paap. *Contemporary Music from Holland*. Amsterdam, Meulenhoff & Co., 1953, 50 pp., ill.
- Romein Verschoor, A. *Alluvions et nuages, courant et fibres de la littérature hollandaise contemporaine*; trad. par W. F. C. Timmermans. Amsterdam, Querido, 1947.

Libraries in the Netherlands

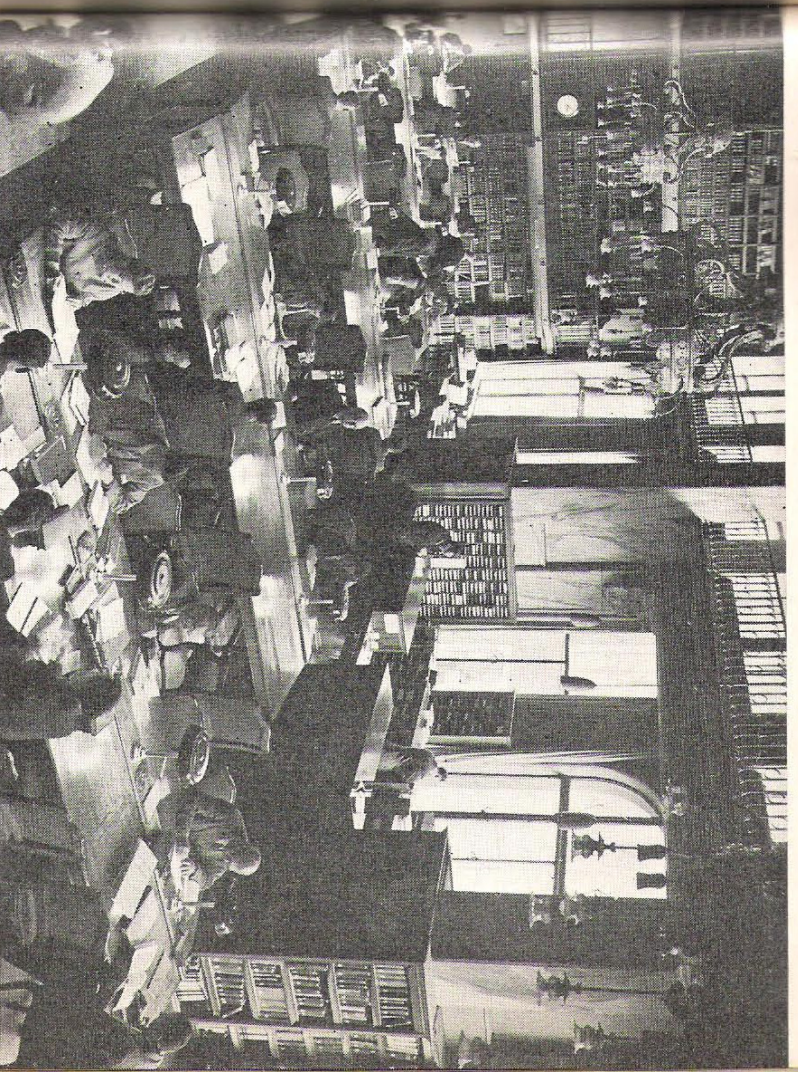
There is very close cooperation between the various libraries in the Netherlands. This cooperation finds expression among other ways in the manner in which these libraries regularly borrow books from each other. The books stocked by the scientific libraries, for instance, are not only available to the libraries' own circles of readers, but also find their way to other circles — via public libraries or special libraries run by large firms or by the authorities. The contact further extends to joint consultation — often between libraries located in one place — on the purchase of more or less expensive works, thus preventing duplication of purchases. Interlibrary borrowings are greatly furthered by the existence of central catalogues, both general and specialized. A start was made in 1922 with the general central catalogue of books, and this catalogue already contains 2,500,000 entries, with 120,000 to 130,000 additions every year. Sixty-five libraries participate in this union catalogue. It is located in the Royal Library, as is the central *periodical* catalogue, which was set up in 1942 and in which 210 libraries now participate. The number of registered periodicals is 120,000. Every year these catalogues are consulted over 130,000 times.

Organizations

The sense of cooperation is also expressed in the national organizations, of which in the first place reference must be made to the National Advisory Committee for Libraries. Then there is the Netherlands Association of Librarians, which dates from 1912 and which has the objective of fostering library science and so promotes the interests of its members. Attention should also be drawn to the Central Association of Public Libraries, founded in 1908, whose special function is to promote the creation and maintenance of public libraries. This organization also furthers the interests of the profession. The collaboration between these two bodies is very close, and was regulated by agreement in 1927. Apart from various mixed committees, the joint activities of these associations include the annual congress and the publication of the journal 'Library Life'. The Central Association of Public Libraries separately publishes 'The Public Library', a journal also meant for non-librarians. The very active Book and Youth Bureau, which attends to the contacts between the public libraries on the one hand and the schools and youth organizations on the other, is also an organization of the Central Association.

Scientific libraries

Owing to the extent and the nature of their collections, the scientific libraries



The reading room of the Royal Library, The Hague

play a particular role. Partly in view of their liberal lending policy, they form the pillar supporting Dutch libraries as a whole. A central place is occupied in this respect by the Royal Library. Owing to the presence of the two central catalogues much of interlibrary borrowing is conducted via this library. It further attends to international exchanges and provides the annual Bibliography of official and semi-official publications in the Netherlands. Its librarian is chairman of the National Advisory Committee for Libraries. He also presides over the meetings of the Permanent Committee for Government Documentation, which aims at coordination in government documentation. In all these respects the Royal Library functions as the national library. However, the system of *dépôt légal* is unknown in the Netherlands, and consequently the Royal Library does not contain everything printed or published in the Netherlands. Nor does it cover every field, but collects only works

relating to the humanities. It has an important collection of manuscripts. Independent of the Royal Library, but most intimately connected with it, are:

a. The National Meermann-Westreenianum Museum, which has a lavish collection of illuminated manuscripts and of books printed in the fifteenth and sixteenth centuries. It was recently extended into the Museum of the Book, in which modern typography also finds a place. The Royal Library itself possesses a collection of incunabula and early sixteenth-century works of Dutch origin which may be described as almost complete.

b. In corresponding relation to the Royal Library: the Netherlands Literary Museum and Documentation Centre, which collects manuscripts and letters of modern writers, and also compiles documentation on Dutch literature.

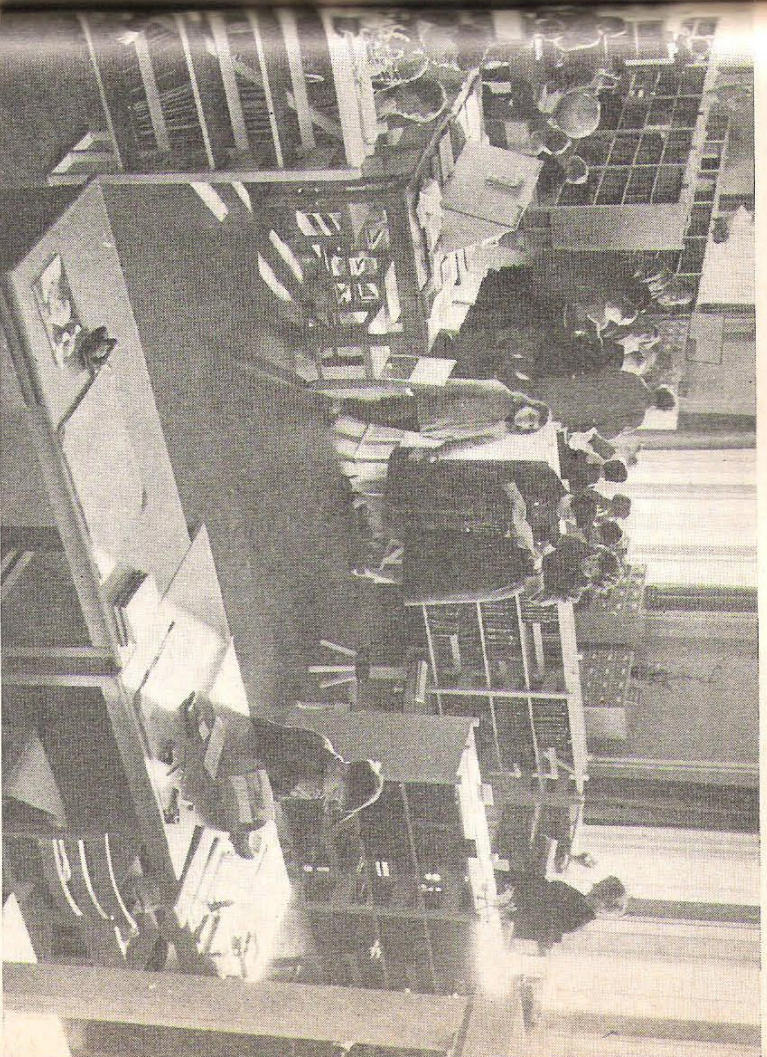
The Library of the State University at Leyden, which was probably founded as long ago as 1575, is the oldest university library in the Netherlands. It contains the priceless collections of such well-known figures as Isaac Vossius, Scaliger and Perizonius, consisting of manuscripts dating back to the early to late Middle Ages. The department which looks after these manuscripts also administers the Bibliotheca Neerlandica Manuscripta, which contains documentation on Middle Dutch manuscripts preserved in the Netherlands and elsewhere. Another section covers the celebrated collection of Oriental manuscripts, 9,000 in all. This collection was founded in 1665 by Levinus Warner, who presented 1,000 volumes to the library. Another famous feature of the library is the Bodel Nijenhuis collection, which consists of 40,000 maps and 20,000 topographical prints and drawings.

Besides these exceptional treasures mention should also be made of the very extensive collections of works of classical philosophy, theology and the history of science. Reference may also be made to the faculty libraries, viz. the Gravensteen Juridical Study Centre and the Central Medical Library.

The library further contains the important collection of books and Middle Dutch manuscripts of the Society of Dutch Literature. The Dictionary of the Dutch Language is compiled here.

The Library of the State University of Utrecht was founded in 1584 as the city library and, after the foundation of the university in 1636, became the university library. It houses the celebrated Psalterium Trajectense, with illustrations from about 825, a splendid manuscript of St Augustine from the Bruges school of about 1475 and numerous Dutch manuscripts from the Utrecht school. The library has on loan a number of important collections, such as the library of the Historical Association and of the Provincial Utrecht Association.

The Library of the State University of Groningen, founded in 1615, is smaller than those discussed above. It specializes in modern languages, Groningen being the first Dutch university at which modern languages were studied. The Library of the State University of Amsterdam differs from the above



The children's reading room of the Public Library, The Hague

libraries in that it is also the city library. It was already in existence as the city library at the end of the sixteenth century. It is famous for the Bibliotheca Rosenthaliana, one of the world's finest collection of works on Hebrew language and literature and on Judaism.

There are also three museums devoted to Dutch men of letters. The library further houses the library of the Royal Netherlands Geographical Society and that of the Royal Netherlands Society for the Promotion of Medicine. The University Library of Amsterdam has the largest local circulation (about 129,000 volumes).

Besides these large university libraries there are the libraries of the smaller universities, of the Agricultural University at Wageningen and the Technological Universities of Delft (with the Central Technical Catalogue) and Eindhoven, which have each specialized in their respective fields. Then mention should be made of the libraries of learned societies, such as the Royal

Netherlands Academy of Science, the Provincial Libraries of Friesland and Zeeland, the city libraries of Deventer, Haarlem and Rotterdam, and the library of the Peace Palace at the service of the International Court of Justice.

Special libraries

This group includes the often highly specialized libraries run by business firms and the authorities. Although they vary greatly in size and specialization, there are still so many points of similarity between these libraries that in 1941 they organized themselves as a separate section within the Netherlands Association of Librarians. Within the framework of the parent body, this section discusses the individual specific problems and promotes the professional interests of this category of libraries. In collaboration with the NIDEL (Netherlands Institute for Documentation and Registration) this section trains staff working in these libraries.

Seminary and monastery libraries

Although the Netherlands ranks as a Protestant country, it has many well-stocked seminary and monastery libraries, which have joined together to form the Association of Seminary and Monastery Libraries. This association, which was founded in 1947 with a membership of more than 175 libraries, runs its own course for staff working in these libraries. This course is given in free cooperation with the Royal Library and the Library of the Catholic University of Nijmegen. The Association further runs a central purchasing office and maintains a union catalogue in accordance with rules conforming to the rules of the Vatican.

The Association is also working on a central index of philosophical and theological journals. Publications: 1. *Scripta recentiora* edita / New publications; 2. *Bibliographia ad usum seminariorum* (an annotated bibliography providing an objective and expert guide compiled in collaboration with an international group of experts).

Public libraries

The Netherlands has 190 public libraries, which together contain 4.9 million books and make in all more than 20,000,000 loans a year. They are scattered throughout the country, and make a spectacular contribution to the education of all classes of the Dutch community. For the greater part they are not Government institutions, but private bodies, subsidized by the Government, the municipalities and in some cases the provinces. There are no statutory provisions for these grants, but they are made in accordance with certain standards laid down. Use of the reading rooms is free of charge, but before one may borrow books one must pay a small fee and become a member. A unique feature of the Netherlands is that separate Catholic and Protestant

public libraries have developed, the appropriate religious principles determining the choice of books and the information and advice given. These special public libraries are recognized by the authorities as such and subsidized, provided that they satisfy the other standards set.

Training of staff

One of the conditions on which grants are made is that the employees must hold the assistant librarian's diploma. This is given after a two-year course, covering knowledge and administration of public libraries and information on literature, arts and science, with the relevant literature. A further qualification can be acquired in a following ten-month course, the principal's course.

Subsidizing

The following system is adhered to: grants are in principle given to lending libraries in municipalities with more than 10,000 inhabitants. Municipalities with more than 20,000 inhabitants can also be subsidized to maintain a study room and a reading room for newspapers and magazines.

The average Government grant to libraries in municipalities with more than 20,000 inhabitants is about fls 1.10 per inhabitant.

Since 1921 an important place in the Government's system of grants has been occupied by provisions for the countryside. The needs of places with less than 10,000 inhabitants were previously met by mobile libraries, whose headquarters was at Amsterdam. However, after World War Two, as a result of the extension of telecommunications, an important breakthrough was already perceptible in the countryside, so that the existing system was no longer adequate. In particular it was necessary to raise the quality of the reading-matter, as also the specialization of subjects. Since 1 January, 1961, the work has been decentralized per province. The grant given to these provincial headquarters is now fls 136 per 1,000 inhabitants of the given category of municipalities. The task of these provincial library headquarters is to help to run local public libraries in municipalities with less than 20,000 inhabitants, so that library work of high quality can still be done with the inadequate financial means available to these small municipalities.

Music libraries

The Netherlands has two important music libraries, the Amsterdam Public Music Library (which includes the collection of the Society for Fostering Music) and the Scheunleer Collection in the Municipal Museum in The Hague, named after the man who accumulated this special collection.

The Netherlands also possesses a large number of public music libraries, the largest being those at Amsterdam and The Hague.

A special position is occupied by the Donemus Foundation, Amsterdam. This is a documentation bureau for contemporary Dutch music, to which the affiliated composers send their manuscripts for reproduction. Besides these public collections, there are those of the numerous choral societies, of associations and federations of amateur orchestras (symphony orchestras, brass bands and military bands) and of the Netherlands Radio Union. The various music libraries have together set up the Study Centre for Music Libraries, one of whose tasks is to compile a central music catalogue.

Libraries for the blind

There are four libraries for the blind in the Netherlands, two on a religious basis, two on a non-religious basis. The one in Amsterdam forms part of the local public library, those elsewhere are independent institutions.

In 1955 a start was made with a central catalogue of books in braille. The Amsterdam library also contains music with works for piano, organ and the human voice.

For about ten years now many book texts have also been taped. This is particularly for the benefit of older blind people who find it difficult to learn braille.

Films and Cinemas

In the world of films the documentary film plays an important part in the Netherlands and — it may be stated with pride — it has won a good reputation both at home and abroad. In fact, this was already the case before World War Two.

Since 1947, when Herman van der Horst's film 'Ontlustend Land' (The Rape of a Country) was awarded the second prize at a film festival at Locarno, Dutch films have regularly been among the prize-winning films at foreign film festivals. At the 1951 Cannes festival Bert Haanstra won the Grand Prix du Festival for his documentary 'Spiegel van Holland' (Mirror of Holland). A year later the Grand Prix at Cannes went to Van der Horst for his masterly report on the herring fisheries, 't Schot is te Boord' (Shoot the Nets). Moreover, that year the whole of the Dutch entry at this festival obtained an honourable mention. A gold medal was awarded to Max de Haas at Caracas in 1954 for 'Maskerade' and at Curacao to Jan Hulsker for his film 'Vincent van Gogh'.

In recent years, too, Dutch films have been prize-winners at foreign festivals. In Berlin Dutch film makers won trophies in three successive years: Bert Haanstra a Silver Bear in 1958 for his film 'Glass', Herman van der Horst a Golden Bear in 1959 with his film 'Prijzen de zee' (Praise the Sea) and also a Golden Bear in 1960 for his long documentary about Surinam 'Faja Lobi'. 'Rembrandt, Painter of Man' by Bert Haanstra is a film which has won many an award (including the Gran Premio in Montevideo in 1958 and in Santiago de Chili in 1959), and 'An Army of Hewn Stone' by Theo van Harren Noman won a golden medal in Mannheim in 1959.

The scientific films made by the Film and University Film Foundation at Utrecht enjoy a considerable prominence abroad and have won a series of prizes in the course of the years.

It is evident that the foreign film-going public outside the festivals are also interested in Dutch films. Most of the above-mentioned films ran for several weeks in foreign cinemas, and there is a continual demand for them at Dutch diplomatic posts abroad.

Over the years, various large Dutch companies have commissioned the country's film makers to make short films which have been shown in many countries. But foreign companies, especially in the United States of America and in Canada, have also entrusted the production of films for information or publicity to Dutch film makers.

The strength of Dutch documentaries lies especially in their realistic approach and arresting settings; indeed, the expression 'the Dutch school' is not unjustly used abroad.



George Shuizer

Max de Haas

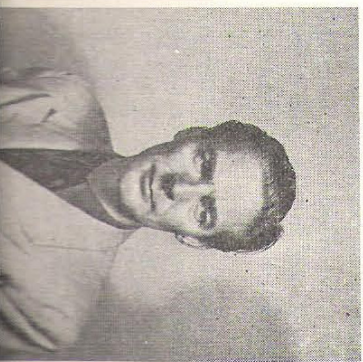
Charles Huguenot van der

Cartoons and puppet films

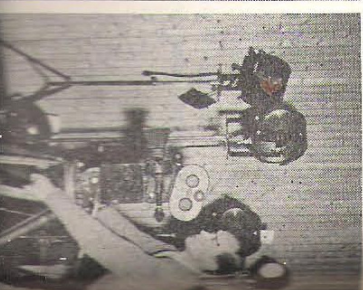
While on the subject of short films, mention should be made of the cartoons and puppet films which are produced in the Netherlands. For instance, Marten Toonder's cartoons about Ollie B. Bommel have met with considerable success in Sweden, Belgium, France, Finland, Britain and South Africa. In addition to these more or less commercially produced films Toonder has made a name for himself with his cartoons such as 'De Gouden Vis' (The Golden Fish) which is based on a Chinese legend, 'Suite Tempirouette' and 'Metrographic'. In Germany he is particularly known for his advertising films. His witty TV spots are highly appreciated by TV audiences abroad. Joop Geesink has gained an excellent reputation with his puppet films made at Dollywood, his studio near Amsterdam; several hundreds of such films have been produced. He has made advertising films for large companies in countries such as Belgium, Germany, Britain, United States of America, Italy and Sweden. That his products are also cinematographically of a high quality is borne out by the fact that he has won several prizes at film festivals.



Herman v. d. Horst



Bert Haanstra



Theo van Haren

Newsreels

The third aspect of the Dutch film industry in this field is the production of newsreels about events in the Netherlands; these newsreels have a wide circulation. Polygoon at Hilversum, which makes these newsreels, is associated with many foreign film companies for the exchange of films made by them. The newsreels shown in the Dutch cinemas are held in considerable esteem by the public, in particular because of the careful selection of subjects which are presented and because of the accompanying commentary. That the quality of the Polygoon newsreel is valued at an international level is evident from the fact that Polygoon took the first prize at the first festival for newsreels, which was held in Venice.

Feature films

It is of course obvious that the Netherlands is also interested in producing its own feature films. The making of such films is hampered by the fact that the area in which Dutch is spoken (the Netherlands, Surinam, the Netherlands Antilles, the Flemish part of Belgium and South Africa) is relatively small; it comprises no more than 15 to 20 million people.

Before the war, several Dutch feature films had already attracted attention abroad. After the war, however, the production of feature films appeared to be an incidental and laborious affair, although the film 'Ciske de Rat', from a novel by the Dutch author Piet Bakker and directed by the German director Wolfgang Straube, took a prize at the 1955 Venice Film Festival. Gradually, however, conditions for a continuous production of feature films grew more and more favourable. It is a lucky circumstance that the Netherlands has a large and well-equipped studio in Duivendrecht and that production costs in the Netherlands are lower than in any other European country. In addition to these favourable conditions, a fund has been created jointly by the Government (matters concerning the film industry are handled by the Ministry of Education, Arts and Sciences) and the Netherlands Cinema Association, representing the film importers and distributors, cinema owners and film producers. Both the Ministry of Education and the Cinema Association make an annual contribution to the fund. By means of this financial aid some ten feature films have been produced since 1958. Of these, Bert Haanstra's first feature film 'Fanfare' was heartily welcomed by the public and by film critics both at home and abroad. The feature film 'Dorp aan de Rivier' (Village on the River) was much applauded at the 1959 Berlin film festival, and the film was amongst the five candidates for the Oscar Motion Picture Award.

The Ministry also subsidizes the development of the artistic and cultural film. The Netherlands Film Museum receives an annual subsidy from the Government. The Museum has a large collection of films which are of interest from

the point of view of the history of cinematography. They are regularly loaned out to film societies, cultural organizations, etc. For some years past, attention has also been given to the training of film directors and technicians. A Film Academy has been set up in Amsterdam, which is subsidized by the Netherlands Cinema Association and the Ministry of Education, Arts and Sciences. So far the school runs courses for scriptwriters and cameramen.

Dutch Cinemas

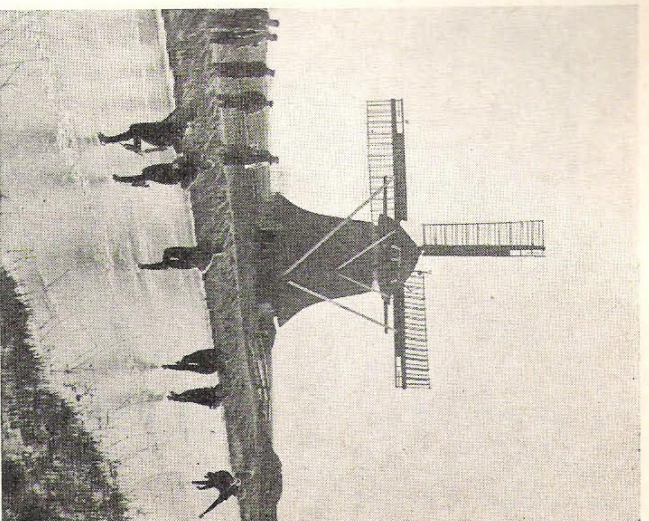
During the last three years cinema attendance in the Netherlands has shown a slight decrease, which is mainly attributed to the large increase in the number of TV sets. In 1959 some 55 million people visited the 559 cinemas in operation; the cinemas had a seating accommodation of 263,000. The gross takings of the cinemas total more than fls 70 million, of which fls 20 million are paid out for the hire of films and newsreels and fls 18 million in entertainment and turnover taxes. The entertainment tax, which is levied by the municipality, is on average 22.4% of the price of the ticket.

Of the 455 main feature films imported in 1959, 215 came from the United States, 83 from Western Germany, 51 from France, 21 from Italy, 58 from Britain, 7 from Sweden and 5 from Russia.

Suggested further reading

Boost, C. Film. Dutch Art Today. Amsterdam, Contact, 1958, 98 pp., ill. In English, French, Spanish.

The "Eleven Towns' Race" in Friesland



Sport

As in other countries of Western Europe, sport in the Netherlands has undergone a rapid and reasonably successful development. Influenced, moreover, by what was taking place in neighbouring countries, especially Britain, a number of new forms of sport were introduced in the last decades of the previous century. It was during this period that many of the sports associations were founded, and a number of national federations also date from this time.

The enormous growth of sporting activities and the considerable differentiation between the various branches was, however, most apparent in the years after 1900. While the number of people taking part in organized sport was 23,000 in 1900, this figure had risen to 1.3 million by 1959. Among the factors which have contributed to this growth of sport in the Netherlands are the development of democracy, which demands that everyone should have the opportunities that were formerly available only for the privileged few; technical developments, especially transport, press, films and radio; industrialization, as a result of which many people lost the opportunity of carrying out creative work; urbanization; shorter working hours, thus leaving the people with more free

time at their disposal; increased general education; and the greater importance which the State and the churches attached to sport as it became realized that it had a formative influence on the body and the mind.

Sport in the Netherlands mainly takes place under the auspices of about 50 national organizations to which the local associations are affiliated. A considerable number of types of sport are practised in the Netherlands; the most important of these are: Association football, handball, 'korfbal', hockey, lawn tennis, athletics, gymnastics, volleyball, walking, swimming, rowing, yachting and motor boating, jiu jitsu and judo, table tennis and billiards.

Football and gymnastics claim the lion's share, namely 56% of the total number of those taking part in organized sport.

The Royal Netherlands Football Association has 431,500 members, and the three national gymnastic associations have a combined membership of 311,900. More than 388,000 of the 1.3 million people in organized sport are women and girls.

The statistics show that they are mainly interested in gymnastics, lawn tennis, swimming, 'korfbal' and handball. The total number of young people belonging to the sports organizations was, in 1959, 531,000, 54% boys and 46% girls.

The passive interest in sport is very large. In 1959 no less than 16 million paying spectators attended sporting events. Sport is in fact second only to the cinema — which had an attendance figure of 54 million in 1959 — as the major means of amusement and relaxation in which the public is interested.

Until recently, professionalism was limited to boxing and cycling, both of which have only a small number of participants. In 1954 the Royal Netherlands Football Association, under the pressure of circumstances, introduced semi-professionalism.

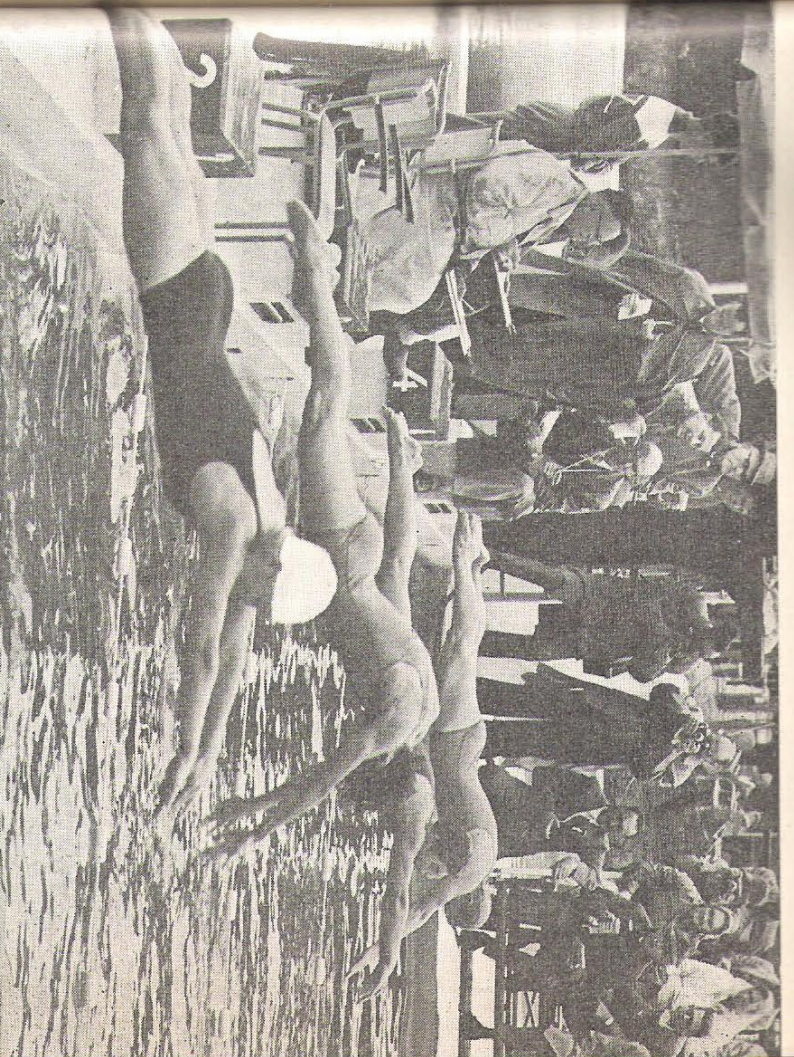
Private initiative

In the Netherlands, sport has entirely originated from, and has increased through, private initiative. Thanks to the willingness of many people to give up a great deal of their spare time for the sake of the cause, over 16,000 sport associations have been formed.

One of the features of sporting activities in the Netherlands is their non-political character. Most of the national associations are independent in character and the associations are essentially open to everyone.

These national associations are affiliated to the Netherlands Sport Federation, which was established in 1959 and looks after many interests relating to sport. The preparation and supervision of the Dutch entry for the Olympic Games is the responsibility of the Netherlands Olympic Committee.

In church circles, as already mentioned, attention to sport has developed considerably. Thus, in addition to the independent organizations, there are sports associations on a religious basis. A number of branches and about 25% of the



Ladies' swimming match at Zwolle: Holland versus USA

total number of people taking part in organized sport belong to these. Half of them, however, are also members of an independent organization. The national religious associations are the Netherlands Catholic Sports Association and the Netherlands Protestant Sports Union.

Gymnasiums, swimming pools, sports fields, etc. are available locally for those taking part in organized sport. As far as accommodation is concerned, there is a considerable shortage practically everywhere. In particular the circumstances during and directly after the war have contributed to this. But since 1945 much has been done to make up the leeway.

There are 444 swimming pools in the Netherlands, some 50 sea-baths and 47 swimming baths. As far as sports fields are concerned, many local authorities, often in cooperation with the Government, have invested large amounts in

their construction. Gymnasiums are being built to an increasing degree, both for physical instruction at schools and for sporting activities. They are in use from early in the morning to late in the evening.

Government support

In particular the material difficulties have led to the fact that, at municipal level, the local authorities have taken an interest in physical education and sport outside the sphere of the schools. Advisory committees and institutions have been set up in many municipalities in cooperation with the sports organizations. Officials are employed in a number of large and medium-sized municipalities to look after physical instruction and sport, insofar as the municipality experiences any difficulties in these matters. The Central Government also takes an active interest in sporting activities. Although it does not interfere in any way with the internal affairs of the sports associations, it offers help and support of a wide nature if this is needed. A large number of national sports organizations receive annual subsidies from the Government as a contribution towards the costs incurred in providing facilities and undertaking activities which are considered to be of value from an educational, health or general recreational point of view. In the 1961 budget of the Ministry of Education, Arts and Sciences, fls 1,679,500 was earmarked for subsidies.

Special attention is paid to the training of competent sports instructors, on both the pedagogic and technical sides. This is carried out on a large scale by the national associations. In addition, the Government, in cooperation with the sports organizations, set up in 1948 the Central Institute for the Training of Sports Instructors at Overveen. Moreover, in 1959 a Central Institute of the same type was established for girls. At these institutes the students undergo a two-year training course. The institutes are also used for many other purposes in the field of sport.

Medical examinations

In the same way as the sporting movement itself, medical sports examinations have been developed through private initiative. There are now 158 local bureaus for medical sports examinations to which are attached 872 physicians; these bureaus are affiliated to the Federation of Bureaus for medical sports examinations. Many of the national sports associations have compulsory medical examinations for their members. In 1959, about 145,000 examinations were carried out. These examinations are subsidized by the state (in 1960: fls 50,000).

Miscellaneous

The youth organizations are introducing more and more games into their activities. Staff associations in some factories, trades and offices are also con-



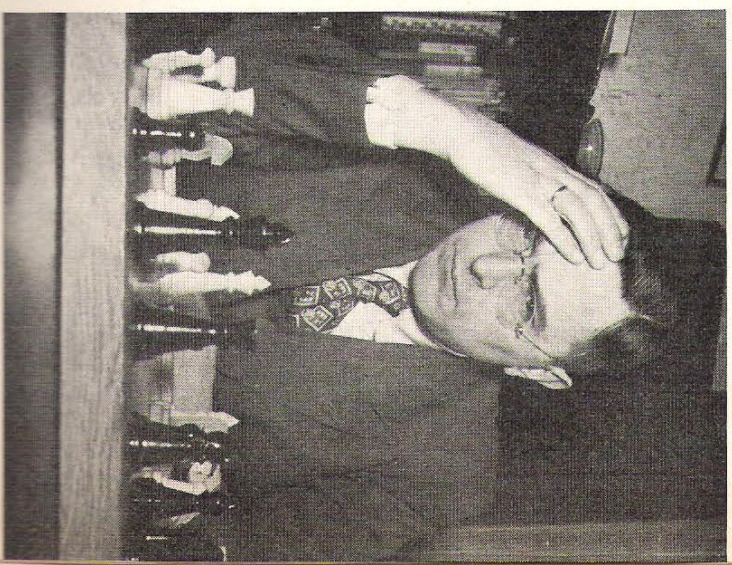
Van Vliet and Jan Derksen, for many years cycling champions



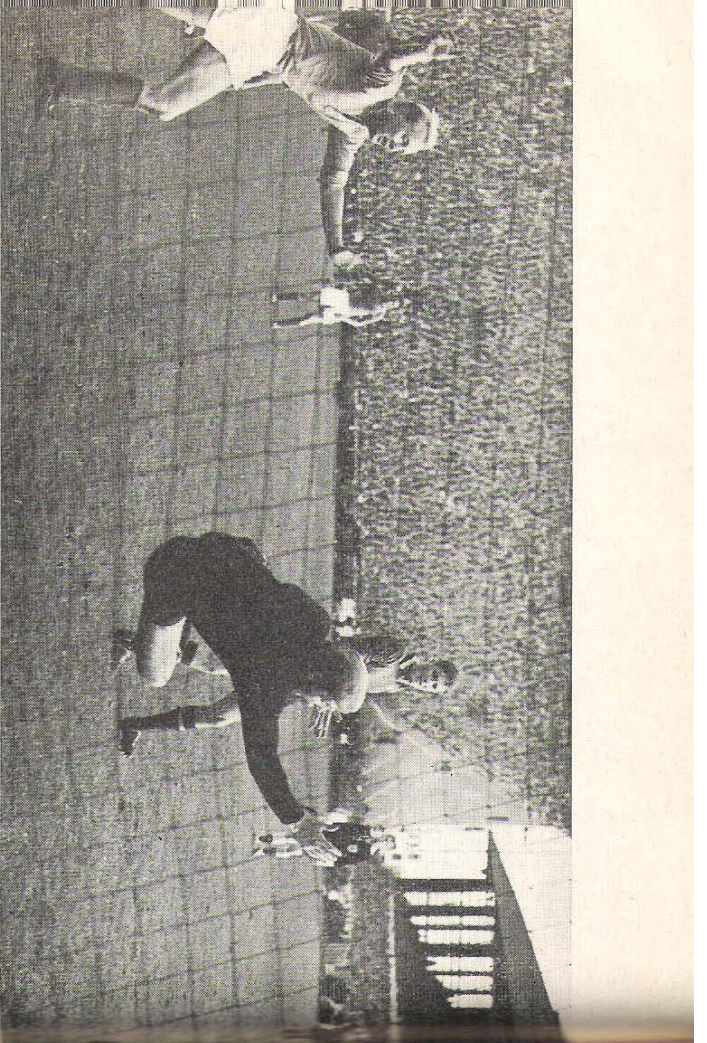
Henk v. d. Grift: world skating champion 1961



Van Groenink world judo champion 1961



Max Euwe: world chess champion 1935-1937



A football international: Holland versus Belgium

cerned with sporting activities. And a number of schools have sports associations for out-of-school hours.

Finally, several sports are undertaken on a wide scale on a private basis; such sports include yachting, swimming, skating and walking.

To sum up, it can be said that practically all sections of the Dutch population come into contact with sport and that many interests, of an educational, recreational, health, social and economic nature, are linked with sport.

General bibliography

- Annuaire international de l'éducation, Vol. 22, 1960, Geneva, B.I.E., Paris, Unesco, 1960, 550 pp. Publication No. 223.
- Aspects of Education in Holland. The New Era, 37 (1956) No. 4.
- Beck, R. Reflections on Dutch Education. School and Society, 44 (1958) No. 2133 (24 May) 240-242.
- Brugmans, H. Comment les Pays-Bas ont réglé le problème scolaire. Liberté d'enseignement, Jan. 1957, II, pp. 11-13.
- Cals, J. M. L. Th. Un problème essentiel: "l'intégration" de l'enseignement dans la société elle-même. Liberté d'Enseignement, 9 (1959) Nr. 168 (March-I) 10-11.
- Continued Education in the Netherlands. Ministry of Education, Arts and Sciences, 1959, 28 pp., stencilled text.
- The Dutch School System. Published by the Ministry of Education, Arts and Sciences. The Hague, 1960, 96 pp.
- L'Enseignement aux Pays-Bas. Dossiers Documentaires, Série: Information, 1961, No. 1, 14 pp.
- L'Enseignement aux Pays-Bas. Edition: Ministère de l'Enseignement, des Arts et des Sciences. La Haye, 1960, 96 pp.
- Freiheit der Schule. Die Lösung des Schulproblems in Holland. Zürich, N.Z.N.-Verlag, 1949, 108 pp.
- Male, G. A. Teacher Education in the Netherlands, Belgium and Luxembourg. Washington, U.S. Department of Health, Education and Welfare, Office of Education, 1960, 23 cm, XIV-190 pp. Bulletin No. 4.
- Netherlands, The. Solution of the Education Question; with a translation of the Netherlands Education Act of 1920. The Hague, 339 pp.
- Projet de loi sur la réorganisation de l'enseignement postprimaire. La Haye, 1958, 18 pp., stencilled text.
- Report on Educational Developments in 1960-1961, presented at the XXIVth International Conference of Public Education, Geneva, July, 1961. Ministry of Education, Arts and Sciences of the Netherlands. The Hague, 11 pp., stencilled text.
- Rickover, H. G. Education and Freedom. New York, Dutton, 1959, 256 pp.

Stellwag, A. W. F. Problems and Trends in Dutch Education. *International Review of Education*, 1957, No. 1, 54-68.

Teacher's Training in the Netherlands, Stencilled text, Ministry of Education, Arts and Sciences, 1959.

Unterrichtswesen in den Niederlanden, Das. The Hague. Ministry of Education, Arts and Sciences, 1961, 23 cm, 99 pp., ill.

Verlinden, J. A. A. Public and Private Education in the Netherlands. *The Educational Forum*, 22 (1957) No. 1 (Nov.) 51-57.

Verlinden, J. A. A. and J. Zietsma. School Building in the Netherlands. Ministry of Education, Arts and Sciences. The Hague, 1958, 32 pp., ill., bibl.

Vlekke, B. H. M. *Evolution of the Dutch Nation*. New York, 1945.

Wing, R. L. Recent Changes in Dutch Education; a Thesis to the Faculty of the Graduate School of Education of Harvard University, in partial fulfillment of the requirements for the degree of doctor of education, 1959, 29 cm, XIX-170 pp.

World Survey of Education II; Primary Education. Unesco, Paris, 1958, 1387 pp.

STATISTICS IN BRIEF

Official name:

Reigning monarch:

Government:

Seat of government:

Capital:

Kingdom of the Netherlands (Koninkrijk der Nederlanden)

Juliana Louise Emma Marie Wilhelmina, Queen of the Netherlands, Princess of Orange-Nassau

Hereditary and constitutional monarchy; the Parliament, called the Staten-Generaal consists of two Chambers

The Hague

Amsterdam

Parts of the Kingdom

Capital

Area in sq. km (1960)

Population (1.1.61)

In Europe:

The Netherlands

Amsterdam

32,472

11,555,934

a) Provinces

Groningen

Groningen

2,246

477,641

Friesland

Leeuwarden

3,240

479,861

Drente

Assen

2,619

314,423

Overijssel

Zwolle

3,255

783,360

Gelderland

Arnhem

5,006

1,287,824

Utrecht

Utrecht

1,323

686,360

North Holland

Haarlem

2,631

2,073,125

South Holland

The Hague

2,814

2,726,190

Zeeland

Middelburg

1,710

283,911

North Brabant

's-Hertogenbosch

4,902

1,512,790

Limburg

Maastricht

2,219

894,341

b) North-East Polder

Emmeloord

501

28,736

Eastern Flevoland

Lelystad

990

6,137

Central population register

Overseas parts:

a) Self-governing.

Surinam (31.12.58)

Paramaribo

142,822

246,000

Neth. Antilles (31.12.59)

Willemstad

961

196,110

Curacao

Willemstad

127,860

58,866

Aruba

Oranjestad

872

5,733

Bonaire

Kralendijk

5,733

1,512

St. Martin

Philipsburg

89

1,016

St. Eustatius

Philipsburg

89

1,090

b) Not yet self-governing

Hollandia

416,000

439,411

Municipalities with 100,000 inhabitants and over (1.1.61):

Amsterdam	866,342	Tilburg	138,546
Rotterdam	729,744	Nijmegen	131,583
The Hague	606,876	Enschede	126,122
Utrecht	256,332	Arnhem	124,818
Haarlem	169,487	Breda	108,658
Eindhoven	168,858	Apeldoorn	104,881
Groningen	146,301	Hilversum	101,985

Religion (1957):

Protestants 41 %, Roman Catholics 39 %, other creeds 4 %, no religion 16 %.

Money:

Guilder (Dutch: gulden) = 100 cents

Abbreviation: fls

fls 10.00 = Tientje fls 0.10 = Dubbelte

fls 2.50 = Rijksdaler fls 0.05 = Stuiver

fls 0.25 = Kwartje fls 0.01 = Cent

The total agricultural area (May 1960), in hectares, is:

2,317,232

Number of holdings (May 1960):

300,000

Average yield per hectare (1960):

Wheat 4,662 kg Barley 4,233 kg

Rye 3,062 kg Potatoes 28,428 kg

Oats 3,391 kg Sugar beet 50,544 kg

Livestock (December 1960):

Cattle 3,228,000 Hens 32,995,000

Pigs 2,933,000 Sheep 263,000

Horses 177,000 Ducks 1,238,000

Agricultural products (1959):

in thousands of metric tons

Meat 586 Butter 80

Eggs 299 Cheese 205

Milk (all milk products) 6,300 Condensed milk 340

Milk powder 78

Fisheries (1960):

Quantity 288,489,000 kg

Horticultural products (1959):

in thousands of metric tons

Vegetables (Salad, cabbage, peas, tomatoes, etc.) 1,071

Fruits (Apples, pears, plums, cherries, grapes etc.) 566

Flowers:

Tulips 134,000,000

Roses 93,000,000

Daffodils 49,000,000

Gladioli 33,000,000

Value of agricultural and horticultural produce (1959)

Agriculture	1,287 million guilders
Cattle-breeding	4,299 million guilders
Horticulture	1,066 million guilders

Production of raw materials and energy (1960):

Coal	13,469,000 metric tons
Electrical energy	16,394 million kWh.
Gas	4,793 million units
Crude petroleum	1,917,000 tons
Oil	1,095,000 tons

Commerce (1960):

in millions of guilders

Exports from the Netherlands into the Netherlands from:

Germany (West)	3,452	Germany (West)	3,712
United Kingdom	1,676	United Kingdom	1,184
Belgium and Luxembourg	2,184	Belgium and Luxembourg	2,155
France	902	France	469
U.S.A.	743	U.S.A.	2,276

Turnover in some principal industries (1960):

in 100 millions of guilders

Chemical industry	Total value 52.6	Exports 26.85
Textile industry	28.77	10.07
Metal industry	106.13	38
Manufacture of foodstuffs	100.17	24.93

Communications

Railways (1.1.60): 3,229 km, of which 1,624 km are electrified.

Main roads (1.1.60): 4,526 km.

Navigable rivers and canals (1.1.60): 6,768 km.

Mercantile marine (1.1.60): 1501 ships, 4676196 GRT L.

Goods transported in inland shipping (1959)

53,478,600 m. tons

International inland shipping (1959)

75,946,000 m. tons

Sea-going shipping (1960)

108,487,000 m. tons

Goods traffic in the Netherlands sea-ports (1960)

in thousands of metric tons

Unloaded: Rotterdam 61,552

Amsterdam 7,788

Loaded: Rotterdam 21,854

Amsterdam 3,040

Passengers carried (1959)

187.3 million

Railways 187.3 million

Tram 288 million

Bus 658.2 million

Goods transported (1959)

in thousands of metric tons

Railways 15,463

of which 9,112 international transport

Road 119,105

of which 8,805 crossing the Netherlands frontiers

Populations with 100,000 inhabitants

City	Population
Amsterdam	866,342
Rotterdam	729,744
The Hague	605,876
Utrecht	256,332
Amsterdam	169,497
Breda	168,858
Apeldoorn	164,881
Eindhoven	146,301
Enschede	101,985

Religion (1957):

Protestants 41 %, Roman Catholics 39 %,
other creeds 4 %, no religion 16 %.

Money:

Guilder (Dutch: gulden) = 100 cents

Abbreviation: fl.
10.00 = Tientje
2.50 = Rijksdaalder
0.25 = Kwartje

fls 0.10 = Dubbelte
fls 0.05 = Stuiver
fls 0.01 = Cent

Area of total agricultural area (May 1960),

hectares, is:
17,232

Number of holdings (May 1960):

1,000
Average yield per hectare (1960):
Wheat 4,233 kg
Barley 4,662 kg
Potatoes 28,428 kg
Sugar beet 50,544 kg

Livestock (December 1960):

Cattle 3,228,000
Hens 32,895,000
Sheep 263,000
Ducks 1,238,000

Agricultural products (1959):

Thousands of metric tons
Wheat 586
Butter 299
Cheese 205
Condensed milk 340
Milk powder 78

Fruit and vegetables (1960):

Quantity 288,489,000 kg

Agricultural products (1959):

Thousands of metric tons
Vegetables (Salad, cabbage, peas, tomatoes, etc.) 1,071
Fruit (Apples, pears, plums, cherries, grapes etc.) 566

Flowers:

Tulips 134,000,000
Roses 93,000,000
Carnations 49,000,000
Hydrangeas 33,000,000

Value of agricultural and horticultural produce (1959):

Agriculture 1,237 million guilders
Cattle-breeding 4,222 million guilders
Horticulture 1,065 million guilders

Production of raw materials and energy (1960):

Coal 12,498,000 metric tons
Electrical energy 16,394 million kWh.
Gas 3,762 million units
Crude petroleum 1,917,000 tons
Salt 1,095,000 tons

Commerce (1960):

in millions of guilders

Exports from the Netherlands into the Netherlands

Exports to:	Imports from:
Germany (West) 3,452	Germany (West) 3,712
United Kingdom 1,676	United Kingdom 1,184
Belgium and Luxembourg 2,184	Belgium and Luxembourg 3,155
France 902	France 659
U.S.A. 743	U.S.A. 2,276

Turnover in some principal industries (1960):

in 100 millions of guilders	Total value	Exports
Chemical industry	52.6	26.85
Textile industry	28.77	10.07
Metal industry	106.13	38
Manufacture of foodstuffs	100.17	24.92

Communications

Railways (1.1.60): 3,229 km, of which 1,624 km are electrified.
Main roads (1.1.58): 4,528 km.
Navigable rivers and canals (1.1.60): 6,768 km.
Mercantile marine (1.1.61): 1501 ships, 467,619 GRT.
Goods transported in inland shipping (1959): 53,478,600 m. tons

International inland shipping (1959): 75,946,000 m. tons
Sea-going shipping (1960): 108,487,000 m. tons
Goods traffic in the Netherlands sea-ports (1960): in thousands of metric tons

Unloaded:	Rotterdam 61,552
	Amsterdam 7,788
Loaded:	Rotterdam 21,854
	Amsterdam 3,040

Passengers carried (1959)

Railways 187.3 million
Tram 268 million
Bus 658.9 million

Goods transported (1959)

in thousands of metric tons
Railways 15,463
of which 9,112 international transport
Road 119,105
of which 8,805 crossing the Netherlands frontiers

